

**Student Services**  
**Departmental Goals and Assessment Plans 2012-2013**

**Department Name: Testing Services**

Departmental Goals for 2012-2013

1. Study for Math 1010 placements - completed
2. Complete recommendations from program review – The following portions of the Action Plan have been completed:
  - Consolidation of SAT testing services has been completed
  - The Assessment/Placement committee has been reconstituted and is currently working to solve the faculty dissatisfaction issue.
  - Cameras in the DRC area of Jordan have been connected and are working.
  - Base funding has been received for the purchase of Accuplacer units
  - A scanner has been purchased and installed for SCC.
  - Institutional Research has committed to working with the Placement Committee on Accuplacer research.
  - A “make-over” for the east side of the basement is currently in progress. The walls have been painted in the last week and furniture is being brought in. Inside Testing Services, two accent walls have been added in contrasting color to warm up the environment.
  - The Testing Services Manual should be completed by August 1. Major portions of the manual had to be redone after several major changes in tests and mission.
  - The Director has attended staff meetings for other departments as requested to supply updated information.

The following recommendations have not been completed.

- An Assistant-Director has not been hired. Lack of funding will prohibit the position being filled in the near future.
  - The training program has not been developed. Institution of the new computerized GED program has been more intense time-wise than anticipated and has limited what Kristine and Marva are able to do. We will continue searching for a better way to develop the program.
  - The test preparation workshops, rather than being expanded, are being discontinued. The Director of Academic Advising is moving the advisor who does them out of the Testing Services area. Test preparation will be included as a brief topic in orientation.
  - The Jordan Testing Services office “fix” – which consisted of a hinged counter being put in place – was turned down after examination by Facilities personnel. We were told it was not possible to cut the counters.
3. Continue working with Placement Task Force to solve issues of “gray area” placement.

This is currently being examined by the reconstituted Placement Committee.
  4. Complete consolidation of all admission testing areas under Testing Services umbrella.

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Some consolidation has occurred, but SAT Testing continues to exist and supply “other services” to students.

5. Complete remodel of CT040 for new computer based GED center and successfully open.

The remodel was completed and the new computerized GED area opened on 4 March 2013. The number of students served has grown every month since then. In June we have served over 800 students.

### **Project (Assessment) Title: 2012-2013 Math 1010 Placement Study**

#### **College Priority & Objective:**

Priority II (Improve Student Access and Success)

Priority III (Advance a Culture of Evidence and Accountability)

#### **Methodology (Plan/Timeline/Method):**

This study is being conducted at the request of the Math department. The Math department is interested in looking at the scores and outcomes (final grades) of those students who place directly into Math 1010.. They believe that the cut-off score may need to be raised.. We are doing this by examining all students who placed directly into Math 1010 during the 2011 – 2012 academic year. Students are being separated by test score achieved. Results will be presented in the form of aggregate groups – e.g., of the xxx students who received a score of xx, xx of them took Math 1010 and successfully passed with a C or better; xx of them have never registered for a Math course; xx of them took Math 1010 and received a grade of D; xx of them took Math 1010 and received a grade of E; xx of them never took Math 1010, but registered for a higher math class (divided out by class) and received a grade of x. This study should be completed by the end of January 2013.

During the calendar year of 2011, 1339 students taking the Accuplacer placement test scored directly into Math 1010 on the basis of their elementary algebra score. This means they scored in the range of 54 to 89. The Math Department has expressed interest in examining the outcomes for these students and possibly raising the cut score required to place into Math 1010. This study is an attempt to supply that outcome data.

Procedure: An Accuplacer report, listing all students who scored between a 54 and an 89 in the Elementary Algebra section was run. Students were identified by S number only. Each student’s record was examined to see if they had registered for classes, if they had taken math 1010, and their final grade if they had. These facts were then tallied in an Excel chart.

#### **Results/Findings**

The median score (the one that divides the distribution into halves) was a 71. The mode (the most frequently occurring score) was a 72. However, the numbers of students were distributed fairly evenly among the scores. The distribution ranged from a high of 58 students who scored a 72, to a low of 20 students who scored an 84. The scores of 71 and 72 had the highest number of students – 54 and 58 respectively. To have the numbers of students achieving each score point so closely grouped seems an anomaly.

The first statistic discovered was that of the 1339 students examined, 197 (14.7%) never registered for any classes. The reason for the non-registration is not known, but might be worth pursuing through one

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of the student surveys. Oddly enough, the highest number of non-registrants occurred in the mode – a score of 72. Of the 58 students scoring 72, 16 (27.5%) never registered for classes.

Of the 1142 students who did register, 431 (37.7%) did not take a math class in the 3 semesters immediately following their tests. They took other classes, just not math.

One hundred eleven (111) students signed up for a math class other than Math 1010. These classes varied from Math 0920 to Math 1210. The majority of students taking another class took Math 1020 (32 students). The second largest group took Math 1050 – 28 students. (See chart below for numbers and grades.)

Students taking classes other than Math 1010 and grades							
Class	A	B	C	D	E	W	P
Emp 0001							1
920	4	0	0	0	2	0	
950	4	4	0	0	1	0	
990	4	2	1	1	0	0	
1020	11	4	8	4	3	2	
1030	3	1	0	0	1	0	
1040	6	1	1	1	1	0	
1050	7	7	2	4	6	2	
1060	1	1	1	1	0	1	
1090	1	1	1	1	0	0	
1210	0	0	0	0	1	0	

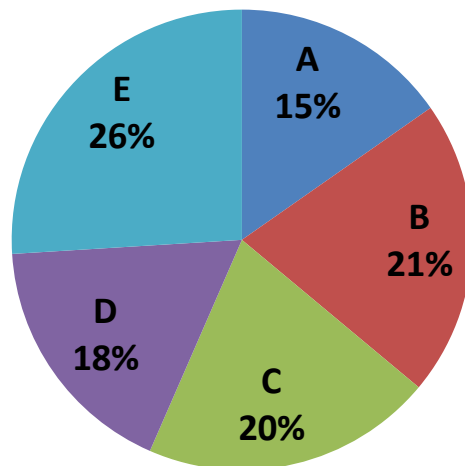
Of the students who registered for Math 1010 (590 students), 35 of them withdrew from the class without completing. Among those who completed the class for a grade, 128 (23%) received a “B” . This was the largest grade category. Those receiving an “E” comprised the second largest number – 120 students (21.6%). Those receiving a grade of “C” were the third largest category – 110 students (19.8%). Students receiving an “A” numbered 106 (19%). The smallest number of students received a grade of “D” – 91 students (16.3%). Although there is variance in the numbers receiving each grade, the variances are actually quite small. This is another anomaly in the data.

If we look at the numbers of students being graded “E” for the course, the numbers decreased significantly above a score of 71. 70 students who scored a 71 or below on the test received a grade of “E”, while only 49 students scoring a 72 or above received an “E”.

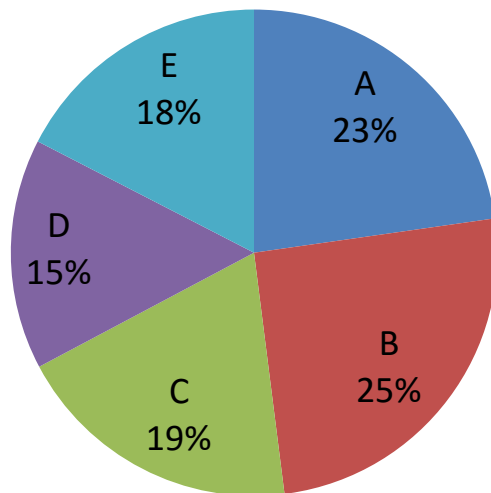
Those receiving a grade of “A” showed the inverse of the above pattern. With a score of 71 or below, only 42 students received a grade of “A”, while 64 students received an “A” with a score of 72 or above.

Of the students receiving a “B”, 57 scored a 71 or below, while 71 scored a 72 or above. Students receiving a grade of “C” were fairly equally divided – 56 at 71 or below and 54 at 72 or above – as were students receiving a “D” – 48 at 71 or below and 43 at 72 or above. (See the charts below for grade percentages in each category.)

### **% of Grades 71 & UNDER 273 Students**



### **% of Grades 72 & OVER 281 Students**



Here again, there is an anomaly in that the percentage distribution varies only about 10% among the grades.

The distribution differs in that, for those students scoring a 71 or below, 64% scored a “C” or below and only 36% received an “A” or “B” grade. For those students scoring 72 or over, 52% scored a “C” or below while 48% scored an “A” or “B” grade.

**Actions Taken (Use of Results/Improvements)**

The study has been submitted to the math department and we are waiting to hear what they want to do with it.