

Program Review Summary Page
For Academic & Student Support Programs

Support Program(s) under Review: Testing Center

Term/Year of Review: Fall 2021

Summary of Program Review:

A. Major Findings

1. Strengths:

- Efficient, reliable, and productive staff members
- Successful adaptation to new placement guidelines
- Staff commitment to main priority which is to support DSPS students
- Successful collaboration with Faculty and DSPS staff

2. Areas for Improvement:

- Install cameras in testing rooms in order to provide a more distraction reduced testing environment
- Improve services to DSPS students by providing an automated procedure to request testing accommodations and make testing appointments
- Utilize technology to track students served to provide data accurately and timely

3. Projected Growth, Stability, or Viability:

Due to the significant reduction of in-person class offerings the Testing Center is currently in a state of viability. However, once the college returns to offering more in person classes the number of students served by the Testing Center will significantly increase and should return to pre-pandemic numbers of over 4,000 exams administered in an academic year.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

The missions of the Testing Center is aligned with the intuitional mission of the college. The mission of the Testing Center is to provide both students and members of the community high quality testing services in order to support their future success. The Testing Center's staff offers exemplary customer service and is committed to student achievement by providing a distraction reduced environment for students and the community to take their academic exams. The services provided by the Testing Center are continuously evaluated and improved.

2. Assessment of Program's Recent Contributions to Institutional Mission:

"...open-access, degree and certificate granting institution..." The Testing Center is responsible for maintaining Napa Valley College's placement tool. Current and prospective students can access this tool from any device and at any location, thereby removing obstacles for student achievement and making the placement process appear seamless. In addition, immediately upon completing the tool students receive their English, math, and ESL placement recommendations and are able to move to the next step of the enrollment process, meeting a NVC counselor.

"...committed to student achievement through high quality programs and services that are continuously evaluated and improved." Testing accommodations is an important factor in assuring that DSPS students achieve their academic goals. For this reason, at the onset of the pandemic the Testing Center, with assistance from campus police and NVC's Health Center, viewed CDC and NVC's guidelines, made physical changes to the Center and remained open throughout the pandemic. This allowed DSPS students a safe distraction reduced environment to take their academic exams.

3. Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:

Strategic Plan #1: *Work with local educational partners to promote opportunities at NVC and equip incoming students with the skills and resources needed for college success.*

Strategic Plan #3: *Increase NVC student achievement and completion of education and job training goals.*

Strategic Plan #4: *Achieve equity in student outcomes and promote equity-mindedness as a means to evaluate all District practices.*

- The placement process and its ease of use equips students with the resource in determining what English, math, and/or ESL class is best for their individual educational plan.
- Providing DSPS students with a friendly distraction reduced environment to take their academic exams increases DSPS student's achievement and completion of their educational goals while also promoting equity among this group of students.
- Focusing on high school performance in the placement tool helps to reduce equity gaps of incoming and prospective students.

C. New Objectives/Goals:

- Design and implement a process where DSPS student can request accommodations to take their exams and, at the same time, make an appointment to take their exam at the Testing Center.
- Research an automated tracking system to more efficiently determine student usage of the Center.

D. Description of Process Used to Ensure "Inclusive Program Review"

Providing Draft to current Testing Center staff and Dean of DSPS and Testing.

I. PROGRAM DATA

A. Number of Students Served by Program

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Academic Exams	4,828	2,470	240	-95.0%
Number of Students	1,268	981	32	-97.5%
Exams per Student	3.8	2.5	7.5	97.4%
Number of DSPS Students	304	295	29	-90.5%
Proportion of Students Using Testing Center for Exams Identified as DSPS Students	24.0%	30.1%	90.6%	66.6%
Placement Tools	1,048	2,379	1,501	43.2%
ESL	34	28	44	29.4%
English/Mathematics	1,028	2,367	1,476	43.6%

*Source: Exam and placement data provided by Testing Center, Colleague
ESL figures includes those that utilized CELSA for 2018-2019 and 2019-2020, and ESL placement tool (Qualtrics) in 2020-2021.*

***RPIE Analysis:** The number of students that used the Testing Center for academic exam administration decreased by 97.5% over the past three years, while the total number of academic exams administered by the Testing Center decreased at a similar rate of 95.0%. The average number of exams per student increased by 97.4% over the past three years. The number of DSPS that used the Testing Center for an academic exam administration decreased by 90.5% over the past three years. DSPS students accounted for 66.6% of students that used the Testing Center for academic exam administration over the past three years.*

The number of students that accessed the Testing Center for placement into ESL, English, or Math increased by 43.2% over the past three years. The number of students that accessed the Testing Center for ESL placement increased by 29.4%, while the number of students that accessed the Testing Center for English or/and math placement increased by 43.6%.

Program Reflection:

The Testing Center’s primary responsibility is to proctor Napa Valley College academic exams and ensure placement into English, math, and English as a Second Language classes.

With the implementation of AB705, placement shifted from in-person assessment testing to online guided self-placement. This shift occurred in 2018 for English and math and in 2020 for English as a Second Language. Since placement is a required step for all prospective students the demand for this service will remain steady.

One of the Testing Center’s primary responsibility is to provide academic testing accommodations to students with documented disabilities and to provide a location where students can make-up missed exams. Typically, the Testing Center administers close to 5,000 exams per academic year (see AY 2018/2019). In academic year 2019/2020, due to the pandemic, only 2,470 exams were administered and 2020/2021 we saw another significant reduction. With the movement back to in-person instruction we anticipate a significant increase in demand for this service.

B. Demographics of Students Who Used the Testing Center for Test Administration

	2018-2019	2019-2020	2020-2021	Three-Year Proportion of the Program	Three-Year Proportion at the Institutional Level
Number of Students	1,268	981	32	1,384	13,827
Gender					
Male	39.4%	36.0%	6.7%	38.6%	43.0%
Female	60.6%	64.0%	93.3%	61.4%	57.0%
Race/Ethnicity					
Asian	3.1%	2.5%	3.3%	3.1%	3.4%
African American/Black	6.8%	6.8%	30.0%	6.9%	5.2%
Filipino	8.3%	8.6%	6.7%	8.5%	8.4%
Latinx/Hispanic	42.6%	44.3%	26.7%	43.2%	42.0%
Multiple Race	7.1%	6.9%	--	6.5%	6.6%
Native American	0.2%	0.5%	--	0.3%	0.3%
Other	1.6%	2.0%	6.7%	2.0%	3.2%
Pacific Islander	0.3%	0.7%	0.0%	0.5%	0.6%
White	29.9%	27.6%	26.7%	28.8%	30.3%
Age					
19 or less	37.0%	36.2%	30.0%	36.3%	38.8%
20 to 24	35.8%	38.1%	36.7%	36.3%	33.8%
25 to 29	14.1%	13.1%	13.3%	14.0%	12.4%
30 to 34	4.0%	3.9%	6.7%	4.4%	5.2%
35 to 39	3.4%	3.0%	10.0%	3.4%	3.2%
40 to 54	4.2%	4.1%	3.3%	4.3%	4.2%
55 and older	1.5%	1.7%	0.0%	1.2%	2.4%
First Generation	46.9%	48.0%	36.7%	47.3%	39.3%

Source: Student data provided by Testing Center

***RPIE Analysis:** This section describes the demographics among NVC students who used the Testing Center for academic exams over the past three years, based on NVC records associated with the student identification numbers of Testing Center users. The following demographic groups accounted for a majority or plurality of the student population that took academic exams during that period:*

- Females (61.4%)
- Latinx/Hispanics (43.2%)
- Students 24 or younger (73.2% combined)
- First generation (47.3%)

The following demographic groups claimed a significantly lower proportion of the population share among students who used the Testing Center for academic exams than they did among the population of NVC credit students over the past three years:

- Males (population share 4.4% lower than share among NVC credit students)

Females and first-generation students claimed a significantly higher proportion of the population share among students who used the Testing Center for academic exams than they did among the population of NVC credit students over the past three years. (Statistically significant differences are denoted in **bold italics** in the table above.)

Program Reflection:

The demographics in most categories including ethnicity and age is close to the institution level as a whole. However, students who used the Testing Center in AY 2020/2021 and who identified as female was significantly higher (36.3%) than the institutional level. Health Occupation programs, such as nursing and PTEC, continued to offer in-person instruction throughout the pandemic. Students registered in these programs usually identify as female. Therefore, during AY 2020/2021 the number of female students using the Testing Center was much higher than male. Again, when in-person instruction increases we will most likely see these numbers level out, back to institutional norms.

C. Demographics of Students Who Used the Testing Center for ESL Placement

	2018-2019 (CELSA)	2019-2020 (CELSA)	2020-2021* (Qualtrics)	Three-Year Proportion of the Program	Three-Year Proportion at the Institutional Level
Number of Students	34	28	44	106	13,827
Gender					
Male	20.0%	37.0%	20.0%	22.2%	43.0%
Female	80.0%	63.0%	80.0%	77.9%	57.0%
Race/Ethnicity					
Asian	11.4%	14.3%	10.9%	11.3%	3.4%
African American/ Black	2.9%	--	2.2%	1.9%	5.2%
Filipino	11.4%	7.1%	4.3%	7.5%	8.4%
Latinx/Hispanic	62.9%	64.3%	65.2%	64.2%	42.0%
Multiple Race	--	--	6.5%	2.8%	6.6%
Native American	--	--	2.2%	0.9%	0.3%
Other	--	7.1%	--	1.9%	3.2%
Pacific Islander	--	--	--	--	0.6%
White	11.4%	7.1%	8.7%	9.4%	30.3%
Age					
19 or less	29.4%	42.9%	29.5%	33.0%	38.8%
20 to 24	38.2%	21.4%	29.5%	30.1%	33.8%
25 to 29	17.6%	7.1%	15.9%	14.6%	12.4%
30 to 34	2.9%	3.6%	11.4%	6.8%	5.2%
35 to 39	5.9%	17.9%	9.1%	9.7%	3.2%
40 to 54	2.9%	7.1%	4.5%	4.9%	4.2%
55 and older	2.9%	0.0%	0.0%	1.0%	2.4%
First Generation	57.1%	46.4%	49.1%	53.2%	39.3%

Source: Student data provided by Testing Center, NVC demographic records

*Last CELSA placement test occurred on 2/26/2020. Therefore, 2019-2020 data includes students up to this date.

2020-2021 includes students that were placed through ESL self-placement tool in Qualtrics. This data begins on 4/4/2020.

RPIE Analysis: This section describes the demographics among NVC students who used the Testing Center for ESL placement over the past three years, based on NVC records associated with the student identification numbers among ESL placement testers or students that used the ESL self-placement tool. The following demographic groups accounted for a majority or plurality of the student population that took the ESL placement test or used the ESL self-placement tool during that period:

- Females (77.9%)
- Latinx/Hispanics (64.2%)
- Students 19 or younger (33.0%)
- First-generation (53.2%)

The following demographic groups claimed a significantly lower proportion of the population share among ESL placement testers than they did among the population of NVC credit students over the past three years:

- Males (population share 20.8% lower than share among NVC credit students)
- White (population share 20.9% lower than share among NVC credit students)

Females, Asians, Latinx/Hispanic, and first-generation students claimed a significantly higher proportion of the population share among ESL placement testers than the population of NVC credit students. (Statistically significant differences are denoted in **bold italics** in the table above.)

Program Reflection:

The purpose of the ESL placement tool is to help students whose primary language is not English choose an appropriate English as a Second Language class level. For this reason, the race/ethnicity group such as Latinx/Hispanic is significantly higher than the institutional level.

D. Demographics of Students Who Used the Testing Center for Self-Placement for English and Math

	2018-2019*	2019-2020	2020-2021	Three-Year Proportion of the Program	Three-Year Proportion at the Institutional Level
Number of Students	1,028	2,367	1,476	4,805	13,827
Gender					
Male	40.9%	42.7%	39.8%	41.7%	43.0%
Female	59.1%	57.3%	60.2%	58.3%	57.0%
Race/Ethnicity					
Asian	1.8%	3.4%	3.5%	3.1%	3.4%
African American/ Black	3.3%	6.3%	6.2%	5.7%	5.2%
Filipino	10.3%	10.0%	9.1%	9.9%	8.4%

Latinx/Hispanic	53.7%	46.8%	45.3%	47.4%	42.0%
Multiple Race	6.5%	7.0%	7.9%	7.2%	6.6%
Native American	0.1%	0.2%	0.6%	0.3%	0.3%
Other	4.1%	2.7%	1.4%	2.6%	3.2%
Pacific Islander	0.4%	0.9%	0.7%	0.7%	0.6%
White	19.7%	22.8%	25.3%	23.0%	30.3%
Age					
19 or less	38.6%	38.7%	35.6%	37.6%	38.8%
20 to 24	34.9%	35.2%	33.7%	34.6%	33.8%
25 to 29	13.4%	12.3%	15.6%	13.6%	12.4%
30 to 34	5.2%	6.0%	5.7%	5.8%	5.2%
35 to 39	1.6%	3.2%	4.0%	3.1%	3.2%
40 to 54	5.0%	3.5%	4.5%	4.1%	4.2%
55 and older	1.4%	1.2%	0.8%	1.2%	2.4%
First Generation	52.0%	38.9%	42.8%	44.8%	39.3%

Source: Student data provided by Testing Center

*First placement test utilizing this self-placement tool occurred on 3/25/2019. Therefore, 2018-2019 data contains only approximately 2 months of data.

RPIE Analysis: This section describes the demographics among NVC students who used the Testing Center for English or/and math self-placement over the past three years, based on NVC records associated with the student identification numbers among students who had their transcripts evaluated. The following demographic groups accounted for a majority or plurality of the student population that used the Testing Center for self-placement in English or/and math during that period:

- Females (58.3%)
- Latinx/Hispanics (47.4%)
- Students 19 or younger (37.6%)
- First generation (44.8%)

The following demographic groups claimed a significantly lower proportion of the population share among students who used the Testing Center for self-placement into English or/and mathematics placement than they did among the population of NVC credit students over the past three years:

- White (population share 7.3% lower than share among NVC credit students)

Latinx/Hispanic and first-generation students claimed a significantly higher proportion of the population share among students who used the Testing Center for self-placement into English or/and mathematics placement than they did among the population of NVC credit students. (Statistically significant differences are denoted in **bold italics** in the table above.)

Program Reflection:

Placement is a required step for all prospective students the demographics in all categories reflects closely to the institutional level as a whole. Also, because all new students are required to complete the self-placement tool, I anticipate these levels will remain consistent.

E. Retention and Successful Course Completion of Students Who Took Placement Test

	Retention Rate		Successful Course Completion Rate	
	Students that Took Placement Test	All Students	Students that Took Placement Test	All Students
ESL	89.2%	90.3%	76.5%	75.6%
English/Mathematics	91.0%	90.3%	76.0%	75.6%

Source: Student data provided by Testing Center, NVC enrollment records

The table above reports the three-year retention rates and successful course completion rates among students that took a placement test either for ESL placement or English and mathematics placement, along with the rates among all students. Over the past three years, the retention rate among students that took an ESL placement test was lower than the rate among all students. (The difference was not statistically significant.) The retention rate among students that took English and mathematics placement mirrored the rate among all students.

Over the past three years, the successful course completion rate among students that took an ESL placement test was higher than the rate among all students. (The difference was not statistically significant.) The successful course completion rate among students that took English and mathematics placement mirrored the rate among all students.

Over the past three years, the difference between retention and successful course completion among students that took an ESL placement test (12.7%) was lower than the difference among all students (14.7%). Over the past three years, the difference between retention and successful course completion among students that took an English and mathematics placement test (15.0%) mirrored the difference among all students (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

Program Reflection:

Due to the fact that most new students complete the placement process both retention and successful course completion is a reflection of all NVC students [TD1][mv2][mv3].

II. CURRICULUM

This section does not apply to the Testing Center.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

This section does not apply to the Testing Center as it is not required to assess student learning outcomes

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- Viability
- Stability
- Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Although there is a significant decline in the administration of academic exam, based on the Center’s history, the demand for this service should increase once the college begins offering more in-person instruction.

Since all new and prospective students must complete the placement process the demand for placement services will be consistent with the enrollment trends of the college.

For these reasons the program is in a state of stability.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: _____

Plan Years: _____

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Design and implement a process where DSPS student can request accommodations to take their exams and, at the same time, make an appointment to take their exam at the Testing Center.	B.2, B.3, 1.A, 1.B	Fully implement by the time the college returns to mostly in-person instruction or by Fall 2022.	Efficiency of Center as a whole and measurement of testing room usage.
Research an automated tracking system to more efficiently determine student usage of the Center.	B.2, B.3, 1.A, 1.B	Fully implement by the time the college returns to mostly in-person instruction or by Fall 2022.	Efficiency and speediness of reporting usage data
Install cameras in testing rooms in order to provide a more distraction reduced testing environment	B.2, B.3	This can be implemented once the infrastructure of building 1700 is addressed.	DSPS students’ satisfaction with a more distraction

			reduced testing environment.
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Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

Academic Exam Administration:

The Testing Center does not have a specific allocated budget to support installing cameras in testing rooms and the purchase of an application that can assist the Center in tracking usage. The Testing Center may need to seek funding from other resources such as DSPS.

There should be no additional cost for creating a process where DSPS students can request exam accommodation and reserve testing rooms. The Testing Center should be able to use NVC's current resources, such as DocuSign, in designing this new process.

English, Math, and ESL Placement:

The Testing Center utilizes an annual subscription to Qualtrics, a statistical analysis platform company, for all of its placement tools. The cost is approximately \$4,200 per year and is funded through the Testing Center's budget. The upload tool used to extract the data from Qualtrics into Colleague was a one-time fee funded by the Admission and Records Office.

Staffing:

Current staffing, three full-time staff members including the Testing Center Manager, is sufficient during regular and slow testing periods. However, once the college returns to in-person instruction it may be necessary to hire an hourly part-time staff member to assist with busy testing periods and staff leave.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

Movement to utilizing Qualtrics for placement: In 2018 AB705 was implemented and English and math placement changed from administering assessment tests to utilizing high school performance to determine appropriate placement. In March 2020, at the onset of the pandemic, placement recommendations for English as a Second Language also changed from assessment testing to guided self-placement. The Testing Center staff adapted well to these changes. They implemented a guided self-placement tool that can be accessed from any location; it was no longer necessary for new and prospective students to come to campus for this important registration step. The placement tools take as little as 5 minutes to complete and students are given placement recommendation immediately upon completion.

Use of Cranium Café option for student contact: The Testing Center was one of many NVC Departments that implemented ConexEd Cranium Café as an additional contact option for students and staff.

Providing services to DSPS students throughout the pandemic: In order to provide a distraction reduced testing environment for our DSPS students the Testing Center remained open throughout the pandemic. To create a safe environment for both students and staff, CDC and NVC guidelines were followed. The following changes were enacted:

- ✓ No more than two students in Center lobby
- ✓ Display of social distancing signage
- ✓ Placement of plexiglass at front counter
- ✓ Testing by appointment vs. drop-in testing
- ✓ Cleaning of testing rooms after each use

B. Effective Practices

- The implementation of the Qualtrics self-guided tool for English, math, and ESL placement. There is no longer a need for prospective students to come to campus; the tool could be accessed at any time using the students own devices.
- Sharing DSPS usage with the DSPS Department through SAM
- Adjusting to social distancing so, during the pandemic, the Center could continue to serve the DSPS population

Feedback and Follow-up Form

Completed by Supervising Administrator:

Tyler Downie

Date:

11/15/21

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

- Efficient, reliable, and productive staff members- TTC staff have maintained in-person services in a safe manner throughout the campus shut-down.
- Successful adaptation to new placement guidelines
- Staff commitment to main priority- supporting DSPS students. TTC has also increased in knowledge of DSPS internet based software, which allows the staff to establish a student’s affiliation with the DSPS program, and make notes of any interaction with the TTC.
- Successful collaboration with Faculty and DSPS staff. TTC staff participate in monthly DSPS meetings, and provide essential perspective from the area of testing.

Areas of concern, if any:

- The TTC and DSPS need to establish a formal testing procedure for students that require alternate formatting for exams. This process should include the essential staff to provide these accommodations, and a process by which the staff can follow to ensure the student is served timely.
- Establish a formal procedure for handling and documenting incidents of academic dishonesty, including stopping tests when a student is observed with a cell phone or other materials that are not allowed, reporting the issue to the appropriate administration, and documenting the incident in MAXIENT.

Recommendations for improvement:

- Further collaboration between TTC Coordinator and Dean of DSPS and Testing to draft and implement necessary policies and procedures in the areas of testing procedures and documenting academic dishonesty.
- Explore options for electronic scheduling for exams.

Anticipated Resource Needs:

Resource Type	Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)
Personnel: Faculty	NA
Personnel: Classified	NA
Personnel: Admin/Confidential	NA
Instructional Equipment	Cameras are recommended for the individual and group testing rooms to provide a more distraction reduced environment, and adequate monitoring of students.

Instructional Technology	Software for exam scheduling and tracking for DSPS students.
Facilities	NA
Operating Budget	NA
Professional Development/ Training	NA
Library & Learning Materials	NA