TESTING CENTER	**FALL 2024**
Student Support Program	

Summary of Program Review:

A. Major Findings

1. Strengths:
    - Dedicated to prioritizing the support for DSPS students
    - Maintaining a close partnership with Faculty and DSPS staff
    - Consistently adapting and implementing new placement guidelines
    - Accessible, reliable, flexible, understanding, committed
    - Clean Environment

2. Areas for Improvement:
    - Finding an appointment system that allows for a seamless scheduling process that is flexible with adjustments and minimal disruptions. A process that is smoother for both the students and Testing Center staff.
    - Find an automated system to track students served that is efficient in providing timely data
    - Restore our importing system for placement uploads

3. Projected Program Growth, Stability, or Viability:

    The Testing Center continues to steadily grow its viability due to the increase of in person classes and services. We have seen an increase in students served and project further growth as a result of the demand in testing accommodations, study room usage and supplemental instruction.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

    The Testing Center has always and will continue to align itself with the institutional mission and goals of the college. The department strives to consistently provide high quality academic services for both students and the community. The staff is dedicated to excellent customer service and is committed to providing a suitable testing environment. It is imperative that the Testing Center is open to evolving the services provided to align with the educational and professional needs of our community.

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

    The Testing Center ensures that students with disabilities can have their testing accommodations fulfilled, these accommodations are one step in the right direction for providing an equitable campus for students of all abilities.
    The Napa Valley College Placement Tool continues to be the responsibility of the Testing Center, and recently the TC Staff coordinated with various faculty and staff to ensure the successful implementation of the new Math Placement Tool. The recent updates are part of the ongoing effort to provide an accessible and effective placement process for all students.

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

> The Testing Center continues to increase DSPS students' achievement and completion of their educational goals by providing them with a distraction reduced environment to take their academic exams. By providing this accommodation, the Testing Center is also promoting equity with our students with disabilities.
>
> With the recent updates to the Placement Tool, the Testing Center continues to provide incoming students with the resource they need to ensure that they are placed in the appropriate course needed for them to be successful.

C. New Objectives/Goals:

> We have seen an influx of students returning to NVC. Considering this, we decided to reopen some of our space for study rooms to assist the library. To be more conducive to our students, we would like to rearrange the area of testing room #1 (1764A). Our vision is to utilize the existing space for individual study desks with computers and dividers for added privacy. We would like to remove the extra furniture in the center of the room and replace it with a large table. This vision would be more purposeful in serving instances of individual or large study groups, Supplemental Instruction (SI) sessions and DSPS and non-DSPS testing.

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

> The Testing Center Program Review was a collaborative effort between the Testing Center Staff and the Dean of Student Support Programs.

I. DESCRIPTION OF PROGRAM

A. Program Purpose

The primary purpose of the Testing Center is to provide quality academic testing services to students who have documented disabilities in order to support their future success.

- Academic Testing for DSPS students and non-DSPS students (limited)
- Oversee English, Math, Chemistry, Spanish and ESL placements
- English Challenges
- Proctor services for distance education learners
- Provide student study rooms
- Provide space for Supplemental Instruction sessions
- GED transcript requests for anyone who tested before 1990

B. Alignment with the Student Pipeline

- The Testing Center is step 3 of the Five Steps To Enroll process to becoming an NVC student. The Testing Center oversees English, Math, Chemistry, Spanish and ESL Placement Tools.
- Administer academic exams for students with documented disabilities and for non-DSPS students for in person or hybrid classes with on-campus exams.
- Provide proctoring services for Distance Education Learners (non NVC students).

C. Student Population(s) Served

- NVC DSPS students – Priority
- NVC non-DSPS students
- Non NVC Distance Education Learners

D. Delivery of Services (Modalities)

- Testing Center website for information
- English, Math, Chemistry, Spanish and ESL Placement Tools are available online
- Individual testing rooms with computers, if needed, for academic testing
- Appointments are required and can be easily made via phone, email, or walk-in

E. Effective Program

Program Reflection:

An effective Testing Center is one that provides quality academic testing services that enable students to be successful in achieving their academic goals. The services must be provided in a welcoming and timely manner in order for the student to feel fully supported.

II.   PROGRAM DATA

A.   Demand

Number of Students Served by Program

	2021-2022	2022-2023	2023-2024	Three-Year Change
Academic Exams				
Number of Students (Unduplicated)	116	133	159	37.1%
Number of Tests Administrations	680	743	747	9.9%
Number of Exams per Student (Average)	5.9	5.6	4.7	-1.2
Number of DSPS Students	74	92	105	41.9%
Proportion of Students Using Testing Center for Exams Identified as DSPS Students	63.8%	69.2%	66.0%	2.2%
Placement Tools **(Number of Unduplicated Students within Academic Year)**				
English or/and Math (Transcript Evaluation)	1,567	2,094	1,541	-1.7%
ESL (Placement Test)	23	56	60	161%
Sources: Academic Exam Students Served Files, English/Math Transcript Evaluation Files, and ESL Placement Files provided by Testing Center				

RPIE Analysis: The number of students that accessed the Testing Center for academic exam administration increased by 37.1% over the past three years, while the total number of academic exams administered by the Testing Center increased by 9.9%. Due to the differences between the two rates, the average number of exams per student decreased by 1.2% over the three-year period. The number of DSPS students that used the Testing Center for academic exam administration increased by 41.9% over the past three years. Within each academic year, DSPS students accounted for the majority (at least 64%) of the students who used the Testing Center for academic exam administration.

The number of students that accessed the Testing Center to have their transcripts evaluated for placement in English and/or Math decreased by 1.7% over the three-year period. In 2022-2023, more than 2,000 students had their transcripts evaluated by the Testing Center. The number of students that accessed the Testing Center for ESL placement increased by 161% over the three-year period.

Over the past three years, transcript evaluation accounted for an average of 69% of student visits to the Testing Center. (This figure is based on the number of tests administered each year and the number of students who accessed the center for placement purposes.)

Program Reflection:

The number of students served over the past 3 years have been significantly increasing, this could be associated with return of more students to campus since the COVID-19 Pandemic.

Full-Time/Part-Time Status among Students Who Accessed Testing Center for Test Administration

	2021-2022	2022-2023	2023-2024	Proportion across the Three-Year Period
Full-Time Both Semesters	28	34	31	22.8%
Full-Time One Semester	43	51	60	37.7%
Full-Time Neither Semester	39	43	63	35.5%
Not Enrolled at NVC	6	5	5	3.9%
Sources: Academic Exam Students Served Files provided by Testing Center, SQL Queries conducted by Office of Research, Planning & Institutional Effectiveness				

RPIE Analysis: The majority of students who have accessed the Testing Center for academic exam administration over the past three years have enrolled full-time in at least one of the two main academic terms (fall and/or spring). While 22.8% of students who had tests administered by the center enrolled full-time in both semesters, an additional 37.7% enrolled full-time in one semester. More than one-third of students (35.5%) did not enroll full-time in either semester. Students who were not enrolled at NVC accounted for approximately 4% of students who accessed the center for test administration purposes over the past three years.

Program Reflection:

It is interesting to note that even though the majority (37.7%) of students who accessed the Testing Center for test administration have enrolled full-time in at least either fall or spring semester, a high (35.5%) percentage of students did not enroll full-time in either semester.

Demographics among Students Who Used the Testing Center for Test Administration

	2021-2022 through 2023-2024	
	Population of Students Who Accessed Testing Center for Test Administration	**NVC Credit-Student Population**
Number of Students (Unduplicated)	341	12,638
Gender		
Female	70.4%	*56.2%*
Male	*27.3%*	40.9%
Unknown	2.3%	3.0%
Race/Ethnicity		
African American/Black	10.0%	*5.0%*
Asian	3.2%	4.2%
Filipinx	8.2%	8.9%
Latinx/Hispanic	46.6%	43.8%
More than One Race	3.8%	5.7%
Native American	0.0%	0.3%
Pacific Islander	0.9%	0.6%
White	24.9%	27.0%
Unknown	*2.3%*	4.5%
Age		
19 or Less	*27.3%*	47.4%
20 to 24	30.5%	*22.5%*
25 to 29	15.5%	*9.7%*
30 to 34	12.3%	*6.5%*
35 to 39	7.0%	*4.0%*
40 to 54	5.6%	6.2%
55 or Older	*1.2%*	3.7%
Unknown	0.6%	*0.1%*
First Generation (Confirmed)	27.3%	24.2%
Sources: Academic Exams Students Served Files provided by Testing Center, SQL Queries conducted by Office of Research, Planning & Institutional Effectiveness *Note: Age measured as of August 15 for first academic year of accessing Testing Center for test administration at NVC during the defined period.* ***Bold italics** denote statistically significant differences between the two population shares, with the lower of the two rates highlighted.*		

RPIE Analysis: This section describes the demographics among NVC students that used the Testing Center for test administration over the past three years and compares the demographics among those students with the demographics of the NVC credit-student population over the three-year period.

The following demographic groups accounted for a majority or plurality of students that accessed the Testing Center for test administration between 2021-2022 and 2023-2024:
- *Females (70.4%)*
- *Latinx/Hispanics (46.6%)*
- *Students ages 20 to 24 (30.5%)*
- *Students whose first-generation status is not confirmed (72.7%)*

The following demographic groups claimed a significantly lower proportion of the population share among students that accessed the Testing Center for test administration than they did among the population of NVC credit students over the past three years:
- *Males (-13.6%)*
- *Students without race/ethnicity reported (-2.2%)*
- *Students 19 or younger (-20.1%)*
- *Students 55 and older (-2.5%)*

Female, African American/Black students, students ages 20 to 24, 25 to 29, 30 to 34, and 35 to 39 claimed a significantly higher proportion of the population share among students who accessed the Testing Center for test administration compared to the population of NVC credit students.

Program Reflection:

There is a significant difference between the percentage of female students who used the Testing Center in comparison to the Napa Valley College female credit-student population.

Demographics among Students Who Used the Testing Center for Transcript Evaluation (for Placement into English and/or Math)

	2021-2022 through 2023-2024	
	Population of Students Who Accessed Testing Center for Placement in English and/or Math	**NVC Credit-Student Population**
Number of Students (Unduplicated)	4,969	12,638
Gender		
Female	56.1%	56.2%
Male	40.5%	40.9%
Unknown	3.4%	3.0%
Race/Ethnicity		
African American/Black	5.1%	5.0%
Asian	***3.6%***	4.2%
Filipinx	8.6%	8.9%
Latinx/Hispanic	48.4%	***43.8%***
More than One Race	6.4%	***5.7%***
Native American	0.3%	0.3%
Pacific Islander	0.7%	0.6%
White	***22.6%***	27.0%
Unknown	4.3%	4.5%
Age		
19 or Less	65.5%	***47.4%***
20 to 24	***13.7%***	22.5%
25 to 29	***7.2%***	9.7%
30 to 34	***4.9%***	6.5%
35 to 39	***3.1%***	4.0%
40 to 54	***3.8%***	6.2%
55 or Older	***1.3%***	3.7%
Unknown	0.4%	***0.1%***
First Generation (Confirmed)	24.5%	24.2%
Sources: Transcript Evaluation Files provided by Testing Center, SQL Queries conducted by Office of Research, Planning & Institutional Effectiveness *Note: Age measured as of August 15 for first academic year of placement evaluation at NVC during the defined period.* ***Bold italics** denote statistically significant differences between the two population shares, with the lower of the two rates highlighted.*		

RPIE Analysis: This section describes the demographics among NVC students that accessed the Testing Center for transcript evaluation for placement into English and/or math over the past three years and compares the demographics among those students with the demographics of the NVC credit-student population over the three-year period.

The following demographic groups accounted for a majority or plurality of students that accessed the Testing Center for transcript evaluation between 2021-2022 and 2023-2024:
- *Females (56.1%)*
- *Latinx/Hispanics (48.4%)*
- *Students 19 and younger (65.5%)*
- *Students whose first-generation status is not confirmed (75.5%)*

The following demographic groups claimed a significantly lower proportion of the population share among students that accessed the Testing Center for transcript evaluation than they did among the population of NVC credit students over the past three years:
- *Asians (-0.6%)*
- *Whites (-4.4%)*
- *Students ages 20 to 24 (-8.8%)*
- *Students ages 25 to 29 (-2.5%)*
- *Students ages 30 to 34 (-1.6%)*
- *Students ages 35 to 39 (-0.9%)*
- *Students ages 40 to 54 (-2.4%)*
- *Students ages 55 and older (-2.4%)*

Latinx/Hispanic and multi-racial students, students 19 and younger, and students without age reported claimed a significantly higher proportion of the population share among students who accessed the Testing Center for transcript evaluation compared to the population of NVC credit students.

Note: There were 233 cases of transcript evaluation among students in multiple years over the three-year period. While the duplicate observations were removed for the demographic analysis, this pattern might be worth examining in more detail, to identify areas for improvement in transcript evaluation practices.

Program Reflection:

I would concur with the note on RPIE's Analysis regarding the notion that it may be worth examining the current transcript evaluation practices.

Demographics among Students Who Used the Testing Center for ESL Placement

	2021-2022 through 2023-2024	
	Population of Students Who Accessed Testing Center for ESL Placement	**NVC Credit-Student Population**
Number of Students (Unduplicated)	138	12,638
Gender		
Female	61.6%	56.2%
Male	***33.3%***	40.9%
Unknown	5.1%	3.0%
Race/Ethnicity		
African American/Black	4.3%	5.0%
Asian	2.9%	4.2%
Filipinx	5.1%	8.9%
Latinx/Hispanic	63.0%	***43.8%***
More than One Race	***1.4%***	5.7%
Native American	0.0%	0.3%
Pacific Islander	0.7%	0.6%
White	***7.2%***	27.0%
Unknown	15.2%	***4.5%***
Age		
19 or Less	47.1%	47.4%
20 to 24	***15.9%***	22.5%
25 to 29	8.7%	9.7%
30 to 34	10.9%	***6.5%***
35 to 39	4.3%	4.0%
40 to 54	10.1%	***6.2%***
55 or Older	2.9%	3.7%
Unknown	0.0%	0.1%
First Generation (Confirmed)	29.7%	24.2%

Sources: ESL Placement Files provided by Testing Center, SQL Queries conducted by Office of Research, Planning & Institutional Effectiveness
Note: Age measured as of August 15 for first academic year of ESL testing at NVC during the defined period.
Bold italics *denote statistically significant differences between the two population shares, with the lower of the two rates highlighted.*

RPIE Analysis: This section describes the demographics among NVC students that accessed the Testing Center for ESL placement over the past three years and compares the demographics among those students with the demographics of the NVC credit-student population over the three-year period.

The following demographic groups accounted for a majority or plurality of students that accessed the Testing Center for ESL placement between 2021-2022 and 2023-2024:
   o *Females (61.6%)*
   o *Latinx/Hispanics (63.0%)*
   o *Students 19 and younger (47.1%)*
   o *Students whose first-generation status is not confirmed (70.3%)*

The following demographic groups claimed a significantly lower proportion of the population share among students that accessed the Testing Center for ESL placement than they did among the population of NVC credit students over the past three years:
   o *Males (-7.6%)*
   o *Students of more than one race (-4.3%)*
   o *Whites (-19.8%)*
   o *Students ages 20 to 24 (-6.6%)*

Latinx/Hispanic students, students without a race/ethnicity reported, and students ages 30 to 34 and 40 to 54 claimed a significantly higher proportion of the population share among students who accessed the Testing Center for transcript evaluation compared to the population of NVC credit students.

Program Reflection:

Latinx/Hispanic students claimed a much higher percentage among students who used the Testing Center for ESL Placement, this could be attributed to the high percentage of Latinx/Hispanic students using the Placement Tool whose primary language is not English.

B. **Momentum**

Repeat Visits to Testing Center within Same Academic Year, By Purpose of Visit

	2021-2022	2022-2023	2023-2024	Proportion across Three-Year Period
Students for Test Administration	76	85	97	63.2%
Students for Transcript Evaluation (English or Math Placement)	172	253	198	12.0%
Students for ESL Placement	1	3	4	5.8%
Source: Academic Exam Students Served Files provided by Testing Center				

RPIE Analysis: The table above reports the number of students who accessed the Testing Center multiple times for the same reason within one academic year. The majority (63.2%) of students who used the center for test administration visited the center multiple times within a given academic year. Twelve percent of students who visited the Testing Center for transcript evaluation visited the center multiple times within one academic year. Less than 5% of students who visited the Testing Center for ESL placement returned to the center within the same academic year.

Program Reflection:

The high return rate of students who visited the Testing Center for test administration is reflective of certain groups of students who rely on the Testing Center for test administration, such as our students with disabilities.

C. **Student Achievement**

Retention and Successful Course Completion Rates: Students Who Accessed Testing Center for Test Administration and All Students, Academic Years 2021-2022 through 2023-2024

	Retention Rate	Successful Course Completion Rate
Students Who Accessed Testing Center for Test Administration	92.7%	76.8%
Students Who Did Not Access Testing Center for Test Administration	*90.5%*	*72.3%*
Sources: Academic Exam Students Served Files provided by Testing Center, SQL Queries conducted by Office of Research, Planning & Institutional Effectiveness **Bold italics** denote statistically significant differences between the two rates, with the lower of the two rates highlighted.		

RPIE Analysis: The table above reports the three-year retention and successful course completion rates among students who accessed the Testing Center for test administration (at any point) over the past three years and students who did not access the center for test administration purposes. Students who accessed the test administration services of the Testing Center claimed significantly higher retention and successful course completion rates that students that did not access those services over the three-year period.

Program Reflection:

The fact that students who accessed the Testing Center's test administration services resulted in notable higher retention and successful course completion rates over students who did not use these services, highlights the important impact that Napa Valley College's Testing Center has on our students.

D. Student Learning Outcomes/Student Services Outcomes Assessment Findings

Information from RPIE: The most recent Student Services Outcomes (SSO) assessment results for the Testing Center recorded in Nuventive are from 2016-2017. The Testing Center should consider implementing the Student Services Outcomes Survey (developed in fall 2023) to collect information about the student experience within the service area relative to the Student Affairs Vision Statement – which includes offering equity-minded services, creating a sense of belonging for students, and assisting them in reaching their educational and career goals.

III.   EVALUATION OF EFFECTIVENESS

Program Reflection:

Based on RPIE's suggestion of considering the implementation of a student survey, we will look into this possibility as a method to gather the students' experience information.

IV.   PROGRAM HIGHLIGHTS

The program-level plan that emerged from the last review (fall 2021) included the following initiatives:

- 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 usages of the Center.
- Install cameras in testing rooms in order to provide a more distraction reduced testing environment.

A. Accomplishments/Achievements Associated with Most Recent Three-Year Program-Level Plan

> **Accomplishments directly related to the 2021 Program Review have yet to be accomplished, and the installation of cameras in testing rooms may not be a good solution. Further research must be done before proceeding with this initiative. However, one significant accomplishment was the coordination with faculty and other colleagues for the set-up of the Math Placement Tool.**

B. Recent Improvements

> - The reopening for study rooms which had been closed during COVID.
> - The implementation of appointment based as opposed to drop-in, which has assisted the Testing Center staff to be more effective and efficient.
> - Reopening make-up exams for non-DSPS students.

C. Effective Practices

> - The monitoring of computer based exams through the use of Impero Console.
> - Communication with faculty has improved as they are communicating more through email and scanning documents.
> - Constantly updating materials and other forms of communication to reflect current practices.

V.   PROGRAM PLAN

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

__ Viability

__ Stability

_X_ Growth

*Please select ONE of the above.

Explain why you selected that description of the state of the program.

> After the pandemic, more students have been returning to campus which has increased the students using the Testing Center, and the numbers are expected to continue to increase. This is why the state of Growth has been selected for the Testing Center.

B. Outline the three-year plan for the program by completing Columns A – D of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). For the fall 2024 program review cycle, the 3-year program plan will span 2025-2026 through 2027-2028.

VI.   RESOURCES NEEDED TO IMPLEMENT PROGRAM PLAN

A. 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.

Description of Current Program Resources Relative to Plan:

- We would need facilities to order and set up a date that they can replace the signage.
- IT Department could help us identify which printer would work best for the TC needs.

B. Identify the resources needed in order to implement each component of the three-year plan for the program by completing Columns E – F of the Three-Year Program Planning Template (the Excel file that will accompany the Program Review Report). If more than one type of resource (e.g., operating expenses, technology, supplies, facilities, equipment, etc.) is needed to implement the initiative, list each need on consecutive rows following the unit-level initiative.

Note: Resources to support program plans are allocated through the annual planning and resource allocation process (not the program review process).

The completed Three-Year Program Planning Template will serve as a draft/starting point for upcoming annual planning and resource allocation cycles.

	A	B	C	D	E	F
PROGRAM:		Testing Center				
PLANNING YEARS:		2025-2026 through 2027-2028				
	Program/Service	Unit-Level Initiative	Anticipated Year of Implementation	Anticipated Outcome of Initiative	Description of Resource Need	Type of Resource Need
	Testing Center	Design and implement a process where DSPS students can request accomodations to take their exams and simultaneously make an appointment to take their exam at the Testing Center.	2025-2026	This would increase the TC efficiency and measuring testing room usage.		
		Research an automated tracking system to more efficiently determine student usage at the Testing Center.	2025-2026	Assist in reporting timely data and increasing efficiency.	Identify a system that would work for the Testing Center needs.	
		Purchase of a color printer.	2024-2025 (Current)	Needed for academic exams that require color, ie: science.	1 Color printer	
		Update hallway sign to reflect services offerred. Sign should state "Testing Center" and not "Testing and Tutoring Center".	2024-2025 (Current)	Needed to reflect actual services offered and help avoid confusion among students and staff.	Facilities to come and update signage.	

TESTING CENTER

FALL 2024

STUDENT SUPPORT PROGRAM

Completed by Supervising Administrator:

Ramon Salceda

Date:

March 4, 2025

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

- The Testing Center plays a vital role for the success of Napa Valley College students
- The TC Staff are dedicated to operating an effective and efficient department
- Have done a successful job of adapting to the increase of student traffic
- Committed to providing the necessary accommodations in order to ensure that our students with disabilities can be successful at Napa Valley College.

Areas of concern, if any:

Need to restore the Testing Center's importing system for placement uploads

Recommendations for improvement:

- Finding an appointment system that allows for a seamless scheduling process that is flexible with adjustments and minimal disruptions
- Locating an automated system to track students served that is efficient in providing timely data

Additional information regarding resources:

N/A