

## BASIC PROGRAM INFORMATION

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about college resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:** Testing & Assessment Center

**Division Name:** Counseling

Please list all team members who participated in this Program Review:

Name	Department	Position
Casie Wheat	Testing & Assessment Center	Acting Assessment Supervisor
Kai Chang	Testing & Assessment Center	Assessment Specialist
Maribel Estrada Bonilla	Testing & Assessment Center	Assessment Specialist

**Number of Full Time Faculty:** 0

**Number of Part Time Faculty:** 0

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

(1) Assessment Supervisor
(2) Assessment Specialist
(1) Administrative Assistant I (hired September 2015)
(1) TEA, Assessment Specialist (expires June 30, 2016)
(1) TEA, Office Assistant I (backfill for Administrative Assistant I position on leave)
(1) TEA, Office Assistant III (on call test proctor during finals week)

## SECTION 1: PROGRAM REFLECTION

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

It is the mission of the Testing & Assessment Center to help students test and place into the appropriate level class in order to be successful in their educational goals. The Testing & Assessment Center also provides accommodated testing for Disability Resource Center students.

The Testing & Assessment Center (TAC) provides assessment services to two main populations:

1. Accommodated testing to Disability Resource Center (DRC) students with documented disabilities; and
2. Placement testing for students who are beginning the Math, English, English as a Second

Language (ESL), and/or Chemistry Pathway.

TAC also proctors the following tests:

3. International Test of English Proficiency (iTEP) tests, which is a valuable outreach tool for the International Student Office; and
4. Foothill Online Learning (FOL) course make-up exams.

In addition, TAC also supports campus testing services for:

5. CRPL 70: Career & Life Planning courses—overseeing the registration, payment, and individual email delivery of MBTI and Strong Inventory results; and
6. Middlefield Testing & Assessment—training for Middlefield Campus staff.

**Total Number of Tests Administered by the Testing & Assessment Center  
July 1, 2014 - June 30, 2015**

Test Type	Tests Administered	Data Source
Math/ENG/ESLL Placement Tests	12,389	MIS <sup>1</sup>
Chemistry Placement Test	326	MIS
Accommodated Tests	3,482	RegisterBlast/ClockWork <sup>2</sup>
iTEP Tests	153	RegisterBlast
Foothill Online Learning	127	RegisterBlast
Other California Community Colleges	100	RegisterBlast
CLPR 70: MBTI & Strong Inventory Assessments	200	RegisterBlast/SkillsOne <sup>3</sup>
CLPR 70: Strong Inventory Assessments	200	RegisterBlast/SkillsOne
<i>Total Number of Tests Administered</i>	<i>16,977</i>	

The Testing & Assessment Center (TAC) prides itself on providing direct testing services to Foothill College students. In Spring 2015, TAC staff proctored an average of 26 placement tests and 21 accommodated tests per day.<sup>4</sup> Not only does TAC proctor tests for Foothill's new and continuing students, but the Testing Team also answers the many questions that new students have, and offers a listening ear to those students needing assistance; giving the Testing Team the charge of *point of first contact and college advising referrals* for new students and also the responsibility of *delivering exam accommodations and referral of wraparound services* for DRC students. Ultimately, the volume of students served by TAC is a testament to student success and outcomes at Foothill College.

In 2014-15, the Testing Team proctored 12,715 Accuplacer placement tests to students

<sup>1</sup> Assessment Summary by Instrument ID Report. *Management Information Systems (MIS) Data Mart*. California Community Colleges Chancellor's Office, 2013. Web. 16 Nov. 2015.

<sup>2</sup> RegisterBlast Exam Report (July 1, 2014 - March 26, 2015) students served: **2,376**. ClockWork Report, (March 20 – June 30, 2015) students served: **1,106**.

Note: ClockWork software was implemented in March 2015 and RegisterBlast for accommodated testing was transitioned out by March 26, 2015.

<sup>3</sup> CLRP 70 students register and pay via RegisterBlast; take assessments online via SkillsOne; the center supervisor then individually delivers results via email to each student. The center supervisor also provides technical support.

<sup>4</sup> Leiserson, Liz. Testing & Assessment Center Preliminary Utilization Analysis. *Foothill College Institutional Research*. 8 Aug. 2015.

entering the Math, English, English as a Second Language (ESL), and Chemistry Pathways. With each placement test proctored, a test score analysis and course eligibility is provided to students. Alongside placement test questions, students also ask TAC staff a variety of other college related questions. TAC staff is proud to offer advice to students on application assistance, course registration, college catalog explanations, financial aid, counseling appointments, and also answers/referrals to other inquiries. The highly talented TAC staff can respond to inquiries in Spanish, Mandarin and Farsi, as well as English, which increases student communication abilities. In 2014-15 the Testing Team, a staff of five, proctored over 12,500 placement tests; which could also be calculated as each staff member having about 2,500 documented conversations about education at Foothill College.

Alongside placement testing, the Testing Team proctored 3,482 tests for those DRC students needing accommodated testing services in 2014-15. Accommodated testing is a service which requires diligence and attention to detail as each student has unique testing accommodations for each course; and thus, the Testing Team must deliver a personalized proctoring service. Because many of the DRC students utilize the TAC on a weekly basis, the Testing Team gets to know most students by name; and equally as important, the staff learn the needs of each student. TAC is the intermediary in the accommodated testing arena between the student, the DRC, and the faculty teaching the course. Students often report to assessment specialists when feeling overwhelmed by an exam, uneasy about the testing environment, or when exam accommodations need to be reviewed. In such cases, TAC staff can facilitate a conversation about the student's needs by notifying the instructor and the DRC counselors; thereby providing an extra layer of student support.

In 2014-15, TAC successfully proctored almost *17,000 assessments* to Foothill College students. The population served by TAC is diverse and represented by new, transfer, and returning students; incoming high school students; veterans; and satellite-site students; who have unique (dis)abilities; and are from different ethnicities, orientations, and socioeconomic backgrounds. TAC provides integral direct assessment services to our students for the purposes of promoting education within our community.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The Testing Team will continue to improve its processes and practices with particular focus on:

- 1) Academic Integrity for Accommodated & Placement Testing
  - a) By building a culture of trust with faculty so to address academic integrity concerns
- 2) Accommodated Testing
  - a) By establishing a working relationship with the DRC
  - b) By developing more in depth faculty training for ClockWork with the DRC
  - c) By partnering with the DRC to develop and implement a professional development workshop on students with disabilities
  - d) By implementing students with disabilities training for the Testing Team
- 3) Placement Testing

- a) By supporting the Student Success and Support Programs (3SP) research analyst in the placement test validation process
- b) By implementing multiple measures assessment pilots in English, ESL, and math for the purposes of preparing for the Common Assessment Initiative
- c) By partnering with EdReady to provide students with placement test preparation
- d) By implementing an assessment data clean up project

### **Academic Integrity for Accommodated & Placement Testing**

In 2014-15, TAC witnessed several incidents of academic dishonesty, specifically cheating, which resulted in the heighten mistrust by faculty of both students and the TAC staff. Cheating incidents could be linked to the following issues:

- 1) the lack of center personnel to oversee both accommodated testing and placement testing—services which run simultaneously;
- 2) the center's dependence on student workers for vital service responsibilities;
- 3) the limited availability of testing rooms; and
- 4) the failure to meet service population demands with limited staffing support.

In 2015-16, the Testing Team will work to establish lead staff members in the placement testing and accommodated testing areas. By doing so, the staff will work to refine internal processes to better oversee test proctoring and minimize academic dishonesty attempts. The center is also working to ensure that testing practices are more transparent by increasing faculty communication efforts with hopes to establish a more trusting relationship with faculty. Lastly, the assessment center supervisor confers with the Academic Integrity Committee to ensure that faculty concerns are addressed.

The TAC 2014-15 Comprehensive Program Review documented that the Testing Team was in need of additional staff support to better meet the demands of placement and accommodated testing students. The assessment center supervisor was not a reliable backup for the assessment specialists due to the supervisor's workload and meeting schedule. In Spring 2015, TAC made staffing improvements by adding a TEA assessment specialist position to the team. The TEA position expires in June 2016. A third full-time specialist is crucial to the operation of TAC; allowing two specialists to run the center will only cause greater disorganization and the increase of academic dishonesty incidents.

Furthermore, TAC determined that there was a need for a staff member to oversee the reception area and assist in registering and checking in students for exams; reviewing student academic records and placement test score history; ensuring that disallowable materials and items that could be utilized for cheating are locked away; and answering testing related and college related questions and referrals. A full-time administrative assistant I position was added to the Testing Team in mid-September 2015 to cover the reception responsibilities; however, the staff person went on medical leave in October 2015 with a projected part-time return to TAC in January 2016. A full-time TEA was hired in late November to provide backfill until the permanent administrative assistant returns.

A student worker staffs the front desk for about fifteen hours per week in the afternoon/evening. The student worker has limited abilities as they cannot handle testing material nor can they have independent access to students' personal information. The additional assistance provided by the administrative assistant position has allowed the assessment specialists to focus on test proctoring details to minimize errors and responsibly oversee placement testing and accommodated testing. Full time front desk coverage by an administrative assistant and a permanent third specialist are needed to maintain an organized and professional work flow.

The Testing Team is also working to address the limited testing areas available in the 8200 Building. Faculty have expressed concern for the closeness of testing stations within the TAC, which could allow for cheating incidents to occur. In addition, one of the testing rooms has a single door window, which results in low visibility of the test takers. The Testing Team has attempted to respond to faculty concerns with seating charts to ensure that students taking the same test sit apart, and increased testing room inspections; however, the center does not have the staffing capabilities to constantly oversee each testing room while students test.

Lastly starting Fall 2015, the center was given permission from the division dean to limited its service population, and no longer offer test proctoring services to:

1. non-Foothill students (previously, any community college student could receive test proctoring for free); and
2. Foothill students who needed a proctor for any course make-up exam.

Also, the center now only provides test proctoring for those Foothill Online Learning (FOL) students who missed an on-campus test due to a scheduling conflict with a Foothill on-campus class. There has been push back from faculty (who teach on campus) to allow their students to use the TAC as a make-up exam proctoring service. The TAC will continue to seek out support from other campus services to assist in meeting the needs of faculty who do not wish to proctor their own make-up exams.

### **Accommodated Testing**

Accommodated testing services had increased by about 750 tests from the previous year. To meet the growing demand for accommodated testing in 2015-16, the DRC has agreed to allow a DRC student worker to assist with accommodated testing on an as-needed basis to allow for: a trained DRC staff member to assist with accommodated testing technology and tools; the assistance of assessment specialists with minor accommodated clerical duties (schedule/reschedule ClockWork appointments, check in students, lock/unlock student belongings, etc.); and to add a familiar DRC presence for student within the TAC. However again, student workers have limited abilities within TAC and are not reliable team members as they are also full-time students.

Also, TAC is seeking an alternative location for accommodated testing to provide test proctoring outside of the center's standard hours of operation (Monday & Tuesday 8AM to 7PM; Wednesday & Thursday 8AM – 5PM; Friday 8AM to 3PM). There are faculty who do not allow

DRC students to schedule their exams at start times that differ from the class start time. When factoring in a student's accommodations (i.e. two times the standard exam time, etc.), there can be a student testing until after the center closes. The college is required by law to provide accommodated testing to students with documented disabilities. Currently, the TAC relies on a specialist or the supervisor to work overtime when accommodated testing occurs outside regular business hours. However, safety is an issue to consider as TAC follows the other Student Services hours of operations; and thus there are times when a test proctor and a student can be left alone in a completely empty 8000 Building.

To address the private room accommodation requirement, which requires the TAC staff to find an office space with a door for one student (often these private testing rooms can be utilized by a single student for more than six hours), the DRC has agreed to provide for additional space, on a case-by-case basis, in the 5400 (pending availability). Currently, the TAC has access to one large accommodated testing space; three smaller testing rooms (but only two of these rooms can be used as a private testing room); and two staff offices that are used as a last resort for a testing space. Lastly, the TAC has reserved Room 3304 each Friday during the Fall Quarter from 7:30AM-2:00PM for overflow testing space. TAC will evaluate the need for this additional testing space during the Winter Quarter.

In addition, the supervisor will work with the DRC to develop faculty and staff skills in the following areas:

- 1) *ClockWork*—DRC appointment software that went live Spring 2015 and continues to be a challenging interface between faculty, the TAC staff, and DRC students.
- 2) *Student disabilities and accommodations*—staff and faculty training is needed to address disability prejudice on campus; to challenge the application of fairness to our students with (dis)abilities; to acknowledge diversity of student (dis)abilities; and to rationalize accommodation procedures and processes of both the DRC and TAC.

Lastly, the TAC staff need additional training working with DRC students. The current assessment specialists were hired to proctor placement tests, and were not hired specifically for working with the DRC student population. Thus, the TAC staff need more training so to understand the student population that we serve.

### **Placement Testing**

As documented in the TAC 2014-15 Comprehensive Program Review, placement test validations had not yet occurred and the college was out of compliance with State regulations. The assessment supervisor and 3SP research analyst are currently working to complete the validation studies. The Chemistry Placement Exam Validation Study will be completed in November 2015. The English, ESL, and math validation studies are expected to commence in 2016 and should be completed before or during the 2016-17 academic year. In addition, the Testing Team will be implementing the multiple measures pilot projects for English and math in 2016.

The California Community College Chancellor's Office (CCCCO) requires the implementation of

multiple measures for assessment. The college has been out of compliance for several years as placement assessment is measured by the Accuplacer test. Both Foothill's 3SP Plan and Student Equity Plan state that multiple measure pilots will be started this year. By including multiple assessment measures, such as high school accumulative GPA, alongside standardized placement tests, the college will evaluate a student's academic aptitude in a subject area based on their academic career performance (four years of high school); instead of determining a student's placement into Foothill's academic pathway with a single test result.

The practice of assessment with multiple measures has the potential to increase the number of students, including those underserved student populations, eligible for transfer level courses. Research completed by the RP Group on the [Multiple Measures Assessment Project \(MMAP\)](#), has shown that assessment by multiple measures will lowered remediation rates and increased the initial placement level for students<sup>4</sup>; ultimately, assessment by multiple measures will impact the number of students eligible to enroll in transfer level courses.

In Spring 2016, the English MMAP pilot will be implemented. Pending the results of the English pilot, a math pilot will be developed with a projected 2016 implementation date. The MMAP pilot will require the TAC staff to take on additional responsibilities such as: student pilot outreach, manual student placement test score input, student transcript evaluation, student pilot follow up, etc. Additional staffing support will be sought after to ensure that the TAC continues to operate effectively and meet the expectations of the college.

The next placement testing initiative for improvement will be to address the need for student preparation for placement testing. TAC offers placement test preparation on the TAC website: <http://foothill.edu/placement/testprep.php>. With the exception of math preparation, there is no way automated way to track the number of students that access placement test preparation nor to authenticate the utility of the placement test preparation as a tool because the test preparation material is a simple, downloadable PDF document. In 2014, Foothill College partnered with EdReady to provide math placement test preparation modules tailored to the Accuplacer math placement test content. Foothill will continue its partnership with EdReady for the 2015-16 academic year.

EdReady's service provides the ability to track Foothill student completion rates of math placement test preparation modules. EdReady is preparing for the implementation of the English placement preparation modules, which will be available to Foothill in Fall 2017. In the future, TAC could measure the success of EdReady services by analyzing the correlation between student utilization and score obtained on EdReady placement test preparation modules and student placement test scores; so to study and document the college's efforts to successfully prepare students for placement tests. Furthermore, the college could explore an outreach component via EdReady services. TAC could track student placement test preparation progress by contacting those students who start, but do not complete the placement preparation modules, for the purposes of encouraging placement test preparation progress. However, at this time TAC staffing cannot support these placement test preparation analysis projects.

In addition, the CCCC's Common Assessment Initiative (CAI) will require all California Community Colleges to utilize state developed placement tests. The state anticipates the implementation of the CAI placement tests by Fall 2015; at the time of implementation, Accuplacer will no longer be used as the standardized placement testing service at Foothill. In the meantime, the college will continue to work with EdReady to tailor placement test preparation modules using the Accuplacer model. Once the CAI state development placement tests content is released, Foothill and EdReady can work to develop placement test preparation modules for the CAI placement tests.

Lastly, TAC has been working with the 3SP analyst and Educational Technology Services (ETS) on an assessment data clean-up project. Clean, accurate assessment data is required to produce several vital college documents including: enrollment projections reports, student demographic and population reports, etc. The 3SP analyst and ETS have identified the erroneous student records and the assessment supervisor is now updating each record manually. It is anticipated that the project should be complete by Winter Quarter.

4. "Multiple Measures Assessment Project." *theRPgroup*. RP Group, n.d. Web. 27 Oct. 2015.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

The Testing & Assessment Center (TAC) will continue to measure its direct service successes by the number of students directly served within the TAC service populations of: placement testing, accommodated testing, and test proctoring for the International Test of English Proficiency (iTEP), Foothill Online Learning, and CRLP 70: Career & Life Planning courses; while indirect service successes will be measured by project completion. Currently, TAC has two indirect service success projects that are listed below:

1. Placement tests validation for chemistry, math, English, and English as a Second Language (ESL); and
2. Multiple measure assessment pilots for the math, English, and ESL pathways.

#### **Placement Test Validation Studies**

Placement test validation studies are required by the California Community College Chancellor's Office (CCCCO). By completing the validation studies on the math, English, ESL and chemistry placement tests, TAC will be compliant with CCCC assessment regulations. The measure of success for this goal will be determined by the progress made to complete the validation studies for each placement test. The Chemistry Placement Validation Study was completed in November 2015. It is anticipated that validation studies will commence in 2016 and be completed in the 2016-17 academic year.

#### **Multiple Measure Assessment Pilots**

Assessment by multiple measures to determine student's mastery of an academic subject and placement into an academic pathway is required by the CCCC. By implementing multiple measures assessment pilots, TAC will begin to lay the foundation (faculty purview, ETS/Banner



implementation, and education of Student Services and Instruction) for full-scale multiple measures for assessment and become compliant with CCCC assessment regulations. The measure of success for this goal will be determined by the progress made to complete the multiple measures assessment pilots in math, English, and ESL. The anticipated implementation date of the multiple measures assessment English pilot is Spring Quarter 2016. The math and ESL pilots will commence in 2016 and be completed in the 2016-17 academic year.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:  
*"Create a culture of equity that promotes student success, particularly for underserved students."*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

TAC will create a culture of equity that promotes student success, with focus on underserved students, by continuing to provide the following direct services: placement testing and accommodated testing; the proctoring of iTEP tests; make up exams for Foothill Online Learning students; and CRLP 70: Career & Life Planning MBTI and Strong Inventory assessments. In 2014-15, TAC successfully proctored just under *17,000 assessments* to Foothill College students. The number of assessments is dependent upon student need. In Spring Quarter 2014, 2,244 placement tests and 836 accommodated tests; while in Spring Quarter 2015, 3,630 placements and 1,089 accommodated tests.<sup>5</sup> The population served by TAC is a direct reflection of the Foothill student body demographics, which is diverse and represented by new, transfer, and returning students; incoming high school students; veterans; online students, and satellite-site students; who have unique (dis)abilities; and are from different ethnicities, orientations, and socioeconomic backgrounds.

TAC will also promote equity and student success by planning for and implementing the following indirect assessment projects: placement test validation studies and multiple measures assessment pilots. These projects are required per state regulation; and thus are necessary to support the college's equity and student success goals.

<sup>5</sup> Leiserson, Liz. Testing & Assessment Center Preliminary Utilization Analysis. *Foothill College Institutional Research*. 8 Aug. 2015.

## SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Academic Integrity Efforts in Accommodated & Placement Testing	Fall 2016	Academic dishonesty cases

		occurring in TAC
Test Validation Studies (Chemistry, Math, English, ESL)	Fall 2016 through the 2016-17 Academic Year	Completion of studies – Required for accreditation
Multiple Measures Assessment Project Pilots (Math, English, ESL)	Spring 2016 through the 2016-17 Academic Year	Course grade (Math, English or ESL) earned by student, when student is placed using multiple measures of assessment

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Assessment Specialist	70,000	All Program Objectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

N/A

### SECTION 3: FEEDBACK AND FOLLOW-UP

This section is for the Dean to provide feedback.

#### 3A. Strengths and successes of the program as evidenced by the data and analysis:

For 2014-15, even with limited staffing, the Testing & Assessment Center staff had done a tremendous job in administering a total of 12,500 tests as well as proctoring 3,482 tests for Disability Resource Center students in need of accommodated testing. TAC provided testing to a various student groups, including placement testing for Math, English, English as Second Language and Chemistry, iTEP, career inventory assessments, Foothill Online Learning and test proctoring for other online California community colleges. A TEA was hired to provide the necessary personnel as the main three full-time positions included the Supervisor and two full-time specialists. During final exam time, the Center had to hire additional help to be able to fully offer the proctoring needed for DRC accommodated testing as the final exam scheduled mandated longer operational hours. Other strengths and successes for 2014-15 include:

- The retest policy was revised in July 2015 which aligned policies between English, ESL and math placement, clarified the role of the Summer Bridge programs and policies for students. Students now have to wait six months before being eligible to retake the placement test, provided that they have not taken the course. In order to help students study prior to taking a placement test, the Center has partnered with EdReady for students needing additional pre-test support for Basic Skills classes. EdReady sets up an individualized plan that will prepare students be placed at their optimal level.
- Assessment is a core mandated service per Student Success and Support Program (3SP) requirement. Of the target population (students who are first-time to college at Foothill), 46% of students were assessed for placement in English, Math, English as Second Language and Chemistry. In addition to serving students on campus, the TAC staff also went to local high school during Student Orientation Assessment & Registration (SOAR) events to provide placement testing for graduating seniors.
- TAC works collaboratively with the Summer Bridge Math Program (through the Basic Skills Initiative) to offer participants to retake their math placement test at the end of the program. The goal of the program is to help students place higher in math and to be more successful in college-level math and beyond. In Summer 2014, approximately 100 students completed the program, and 70% improved their math placement.
- With the hiring of a 3SP researcher, the validation studies for Chemistry, English, ESL and Math have been scheduled to be completed in the 2015-16 academic year.
- With the introduction of ClockWork in March 2015, all instructor and TAC staff had to be trained with a new electronic system of student request for accommodated testing and scheduling tests online. The transition to an online comprehensive system has been challenging and yet TAC staff had successfully served 750 more tests than the previous year.

**3B. Areas of concern, if any:**

- The lack of adequate staffing is a major concern for TAC. As data has shown from 2014-15, TAC is a high volume high touch center that provides services to two different student populations with two different sets of need: placement test and proctoring accommodated testing for students with disability. With the funding of 3SP, a full-time administrative assistant position was hired in September 2015. The addition of this position has greatly helped ease the traffic from the time of check in to leaving the center. Previously, the supervisor and specialists had to toggle between manning the front desk and administering and/or proctoring exams.
- There is a great need to hire one full-time assessment specialist. The current assessment specialist TEA position is limited to only 180 days of employment in one year. TEA positions are meant for seasonal work. However, the TAC staff needs a full

time position in which the person is institutionally vested and able to provide stable and consistent coverage on a daily basis. With the mandated implementation of the multiple measures for assessment by both Student Equity and 3SP, it is critical that the Center has sufficient full-time staffing to be able to provide core services to students and to meet state mandates. The Multiple Measure Assessment Project (MMAP) Pilot will be implemented in Winter 2015. With the need to use High School transcripts as an important factor in determining students' placement level, the workload for the TAC staff will only increase.

- Space is also limited in TAC for private room accommodations, especially during final exam time. TAC supervisor will need to work closely with DRC to borrow office space and added personnel to proctor exams at two different locations.

### 3C. Recommendations for improvement:

With validation studies scheduled to complete in the current year, as well as the implementation of multiple measures and 3SP mandate of assessment for all new students, TAC has to work collaboratively with ETS, Admissions, Assessment Task Group, Instruction and Counseling to create a viable plan that can meet these competing needs. TAC staff will also need to work closely with DRC to ensure additional training on accommodation policy and procedures as well as referring instructors to DRC regarding ClockWork.

### 3D. Recommended Next Steps:

- ☒ Proceed as Planned on Program Review Schedule  
☐ Further Review / Out-of-Cycle in-Depth Review

***Lan Truong***  
***Dean of Counseling***

**This section is for the Vice President to provide feedback.**

### 3E. Strengths and successes of the program as evidenced by the data and analysis:

The Assessment Team has done an outstanding job implementing and utilizing Clock Work to put the testing accommodation process for disabled students fully online. TAC has established an excellent relation with the DRC team to support needs for accommodated testing.

### 3F. Areas of concern, if any:

None

### 3G. Recommendations for improvement:

None

### 3H. Recommended Next Steps:

- X** Proceed as Planned on Program Review Schedule

☐ Further Review / Out-of-Cycle in-Depth Review

*Upon completion of Section 3, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*

A handwritten signature in black ink that reads "Denise Swett EdD". The signature is written in a cursive, flowing style.

**Denise Swett**  
**Vice President, Student Services**  
**February 1, 2016**

## Unit Assessment Report - Four Column

## Foothill College

## SA - Assessment &amp; Testing

**Mission Statement:** The mission of the Testing Center is to help students to test and place into the appropriate level classes in order to be successful in their educational goals. Testing also provides accommodated testing for DRC students.

Source: Program Review 10/20/09, jd

**Primary Core Mission:** Basic Skills

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Assessment & Testing - Placement Testing - Upon receiving placement results, and having a discussion with the Testing Center staff, students will be able to identify into which classes they tested for English, ESLL, and math courses. <b>Year(s) to be Assessed:</b> End of Academic Year <b>Start Date:</b> 01/14/2015 <b>End Date:</b> 06/30/2016 <b>SA-SLO Status:</b> Active			
SA - Assessment & Testing - Placement Test Preparation - Students will know how to access study guides for the English, ESLL, and math placement tests. <b>Year(s) to be Assessed:</b> End of Academic Year <b>Start Date:</b> 01/14/2015 <b>End Date:</b> 06/30/2016 <b>SA-SLO Status:</b> Active			

# Unit Assessment Report - Four Column

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SA - Assessment & Testing - Placement Testing - Upon receiving placement results, and having a discussion with the Testing Center staff, students will be able to identify into which classes they tested for English, ESLL, and math courses. <b>Year(s) to be Assessed:</b> End of Academic Year <b>Start Date:</b> 01/14/2015 <b>End Date:</b> 06/30/2016 <b>SA-SLO Status:</b> Active			
SA - Assessment & Testing - Placement Test Preparation - Students will know how to access study guides for the English, ESLL, and math placement tests. <b>Year(s) to be Assessed:</b> End of Academic Year <b>Start Date:</b> 01/14/2015 <b>End Date:</b> 06/30/2016 <b>SA-SLO Status:</b> Active			
SA - Assessment & Testing - 1 - Matriculation - Upon completion of testing the student will know the next step in their matriculation process.	<b>Assessment Method:</b> Students are surveyed after completion of the placement test; email sent to all students to learn about the next steps they completed	10/12/2011 - After the student is properly assessed, the student looks for the next step in the matriculation process to be one or more of the following:	10/12/2011 - The information on the Individual Student Report from placement testing was revised to include Counselor Appointment,

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<b>SA-SLO Status:</b> Inactive	in the matriculation process - counseling, enrollment, reviewing, or retesting. <b>Assessment Method Type:</b> Data <b>Target:</b> To enroll in the course in which they placed; to see a counselor or register for Counseling 50 after completion of placement test, and if necessary utilize review materials and retest.	1) Registering for classes. 2) Meeting with a Counselor 3) Come back for re-testing. 4) Take departmental challenge. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	retesting as well as enrollment information. <hr/>
SA - Assessment & Testing - 2 - Testing Process - The student is satisfied and comfortable with the testing process.  <b>SA-SLO Status:</b> Inactive	<b>Assessment Method:</b> Additional 4-5 questions posed at the end of the placement tests. <b>Assessment Method Type:</b> Data <b>Target:</b> Assuring that the student is comfortable and understands the testing process.	10/12/2011 - The following questions were added to the Accuplacer testing system. 269 students participated in the survey during the Winter Quarter testing  Was the testing environment conducive to you getting the best possible result? 83% answered positively  The conditions (lighting, temperature, furniture) were comfortable. 83% answered positively  The testing location was easy to find. 52% answered positively. Need better signage.  The Testing staff was friendly and respectful. 75% answered positively  The Testing staff were helpful and knowledgeable in answering my questions. 78% answered positively  The Testing Center appointment hours are adequate for my needs. 81% answered positively  Was the testing process as you expected? 47% As expected	10/12/2011 - More research/surveys need to be done to determine if programmatic changes would improve the testing process for students or if we have achieved a successful level of satisfaction with the services we already have in place.  <hr/>



Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>32% It was less stressful than I thought it would be.</p> <p>21% It was more stressful than I thought it would be.</p> <p>The Testing Center web page clearly communicated testing programs and policies. 84% answered positively</p> <p>How can we improve the testing process or testing services for you? (Short Answer)</p> <p>117 wrote substantive comments for improvement falling in the following categories.</p> <p>4 students want better signage. A signage arrived since the survey.</p> <p>7 students felt the test was too long. I sent the Dean of Language Arts information from the test publisher about which test might be eliminated without impacting placement accuracy. More research recommended.</p> <p>22 students need staff to communicate more about the test process to reduce stress and close the gap on student expectations versus the reality of untimed testing.</p> <p>36 students need test preparation materials that closely match the material covered on the tests. Plan to add review service in Spring Quarter 2012.</p> <p>6 students felt more personnel were needed to complete check in in a timely manner and take more time to explain the process and test results.</p> <p>11 want more hours available.</p> <p>10 felt the staff need to be friendlier and smile.</p> <p>The last three issues are being addressed in a</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		<p>reorganization of Testing Services acknowledging the expansion beyond placement testing.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>SA - Assessment &amp; Testing - 3 - Placement - The student is correctly placed in the right classes based on proper assessment.</p> <p><b>SA-SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> More data and research is needed. <b>Assessment Method Type:</b> Data <b>Target:</b> Grades in the placed class correlate to the placement test results</p>	<p>10/12/2011 - More data and research is needed. <b>Result:</b> Target Not Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>10/12/2011 - Data was gathered and sent to Educational Testing Services to complete cut score validation for math and ESL because of recent changes in curriculum and test instruments. Results referred to researcher and Division Deans for evaluation. Matriculation Committee decided to table this research until 2011-12.</p>
<p>SA - Assessment &amp; Testing - Accommodated Testing - Students with accommodations will know how to make an accommodated testing appointment via the online system.</p> <p><b>Year(s) to be Assessed:</b> End of Academic Year <b>Start Date:</b> 12/16/2013 <b>SA-SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> Students who require accommodations will be given a survey after they test in the Testing Center <b>Assessment Method Type:</b> Survey <b>Target:</b> At least 75% of accommodated students will know how to schedule their appointments online.</p>	<p>12/17/2014 - A survey was not completed; upon reflection, this was not an appropriate SLO. Students know how to make appointments, otherwise they could not complete their accommodated test in the Testing Center. Some students who are confused at first do receive coaching from the Testing Center staff or the DRC about how to make an appointment. This is a one-time training. If we were to survey students about this, the results would not be valid. A new SA-SLO will be created moving forward. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2013-2014</p>	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<p>SA - Assessment &amp; Testing - 3SP - Any student with less than 30 unit will enroll in Counseling 5.</p> <p><b>Year(s) to be Assessed:</b> End of Academic Year</p> <p><b>Start Date:</b> 12/16/2013</p> <p><b>SA-SLO Status:</b> Inactive</p>	<p><b>Assessment Method:</b> We will verify that each student who took a placement test who has less than 30 units will have enrolled in CNSL 5 during their first quarter.</p> <p><b>Assessment Method Type:</b> Data</p> <p><b>Target:</b> 100%</p>	<p>12/17/2014 - Upon reflection, this was not an appropriate SA-SLO for Testing. Many factors go into whether a student decides to enroll in CNSL 5, and none of them are in the control of the Testing Center staff. We do have language on the placement test results that let students know they are required to enroll in CNSL if they are a first time student, or a student who has less than 30 college units. We also support this effort through our participation in SOAR events. However, whether students enroll in CNSL 5 is not significantly impacted by the actions of the Testing Center or our staff. It was a mistake to create this SA-SLO last year, and a new, more appropriate one will be developed moving forward.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	