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 Center Supervisor
Fountainetta Coleman	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) Supervisor, Assessment Center
(2) Assessment Specialists
(1) TEA, Assessment Specialist – 3SP Funded

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.

Mission 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. **Services** The Testing & Assessment Center (TAC) provides testing and assessment services to two main populations: 1.   Accommodated test proctoring for Disability Resource Center (DRC) students with

2. Placement testing for students who are beginning the Math, English, English as a Second Language (ESL), and/or Chemistry Pathways.

TAC also proctors the following tests:
3. International Test of English Proficiency (iTEP) tests, which is a valuable recruiting tool for the International Student Office; and
4. Foothill Online Learning (FOL) course make-up exams for those students that have on-campus course scheduling conflicts.

In addition, TAC supports campus testing services for:
5. CRPL 70: Career & Life Planning courses—overseeing the registration, payment, and individual email delivery of student MBTI and Strong Inventory results;
6. Large group placement testing for SOAR events, International Student Program Orientation, ESL Non-Credit Courses, Math Summer Bridge, and Off-Site High Schools; and
7. Middlefield/Sunnyvale Campus Testing & Assessment Services—training for Middlefield/Sunnyvale Campus staff.

Productivity

On average during the calendar year, the testing team proctors 43 placement tests per day; and during the academic year, TAC proctors 22 accommodated testing exams per day. In 2015-16, TAC proctored more than **17,000** tests, exams and assessments.

Total Number of Tests Administered by the Testing & Assessment Center

July 1, 2015 - June 30, 2016

Test Type	Tests Administered AY1516	Tests Administered AY1415	Data Source
Math/ENG/ESLL Placement Tests	**10,378**	12,389	RegisterBlast/ Accuplacer
International Student Math/ENG/ESLL Placement Tests	**1,154**	N/A*	RegisterBlast/ Accuplacer
Chemistry Placement Test	**664**	326	MIS
Accommodated Tests	**3,719**	3,482	RegisterBlast
iTEP Tests	**127**	153	RegisterBlast
Foothill Online Learning	**78**	127	RegisterBlast
Other California Community Colleges	**N/A***	100	RegisterBlast
CLPR 70: MBTI Assessments	**241**	200	RegisterBlast/ SkillsOne
CLPR 70: Strong Inventory Assessments	**241**	200	RegisterBlast/ SkillsOne
Total Number of Tests Administered	***17,086***	*16,977*	

*In AY1415, International Student Tests were included in the total Math/ENGL/ESLL placement test count.

**In Fall 2014, the proctoring for Other California Community Colleges service was suspended due to limited resources.

Staffing Update

The Testing Team has undergone several staff changes as described below. Despite the frequency of staff changeover, the team has accomplished many tasks including multiple measures for assessment placement pilots in math and English; preparing for the February 2017 Common Assessment adoption; and implementing major accommodated testing policy.

TAC Staff Positions	2015-16	2016-17
Assessment Center Supervisor	**X** Acting position; expired Jun. 30, 2016	**X** Acting; extended to Dec. 2016; then extended to Jun. 2017
Assessment Specialist	**X** Vacated Dec. 2015; filled Mar. 2016	**X**
Assessment Specialist	**X**	**X** Vacated July 2016; To be filled Nov./ Dec. 2016
TEA, Program Asst. II, 3SP Funded	**X**	**X** Jul. – Nov. / Dec. 2016 assignment; backfill for assessment specialist vacancy
TEA, Program Asst. II, 3SP Funded	**X** Expired May 2016	**X** Filled Jul. 2016; Expires 180 days
TEA, Program Asst. II, Equity Funded	**X** Jan. – Jun. 2016 assignment to work on MMAP	
(1) Administrative Assistant I	**X** Position eliminated Apr. 2016	

TAC has always operated with a full-time (40 hours per week) TEA position and the Testing Team will continue to request the annual renewal of the TEA position. However, the Team is in need of a third permanent, full-time assessment specialist (to replace the TEA position). The limitations of a TEA position include: loss of programmatic knowledge with the 180 day position expiration; inconsistency of staff schedules; and lack of commitment by temporary staff. When the team is short staffed, the supervisor falls into the assessment specialist role. However, the assessment center supervisor is not a reliable staff back up because the position is responsible to coordinate large scale research projects; attend off campus trainings and conferences; and participate in shared governance meetings and Admin Council responsibilities. Until the Testing Team has full-time, permanent support, the department will continue to struggle to meet the demands of the college and the students.

TAC is requesting the following positions: 1) one full-time assessment specialist staff position or annual funding for the full-time TEA position; and is also requesting funding for 2) one TEA position to work June through September to assist with placement testing for incoming new students.

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.

2015-16 TAC accomplishments and 2016-17 program improvement plans include:
1. Customizing Clockwork Tests & Exams Function and Establishing Policies and Procedures

       for Accommodated Testing Services;
2. Improving Finals Accommodated Testing Logistics;
3. Multiple Measures for Assessment Placement: EAPs and High School Transcript Pilots in English, math and ESLL;
4. Preparation for the adoption of the Common Assessment;
5. Large Scale Placement Testing Events & Summer Placement Testing;
6. Marketing Placement Testing Preparation Tools;
7. Validation Studies for English, ESLL, math and Chemistry Placement test Planning; and
8. Assisting with the Testing Services Transition from the Middlefield Campus to the Sunnyvale Campus.

1. Customizing Clockwork Tests & Exams Functions and Establishing Policies and Procedures for Accommodated Testing Services

In 2014, the Disability Resource Center (DRC) adopted Clockwork as the primary database which housed all DSPS student information, and TAC adopted the Tests & Exams Clockwork application as well. Clockwork allowed the TAC to replace its accommodated testing paper process and move toward:
• Faculty submitting exam rules and exams electronically to TAC;
• DRC students making online testing appointments with TAC; and also
• Enabling the DRC to record student testing accommodations for TAC proctors.

The 2014 adoption of the "off the shelf" Clockwork database was considered clunky and deemed not user-friendly by the campus at large. This required TAC to customize the Tests & Exams functions to serve the needs of DRC students, staff and faculty in 2015-16. The transition from the paper process to the Clockwork database and application also required a revision of accommodated testing service policies. In collaboration with the DRC and faculty, TAC formed the [Accommodated Testing Review Committee](#) to create and implement the following policies, which will go into *effect Winter 2017*:

> *Student Appointment Booking Deadline:* Students must book accommodated testing appointments via Clockwork three (3) business days in advance of their instructor approved exam date/time. Final exams must be booked seven (7) business days in advance. Failure to meet booking deadlines will result in a forfeit of testing accommodations and students will be required to take the exam in class.

> *Instructor Exam and Exam Rule Submission Deadline:* Instructors must submit exam and exam rules by 10:00AM the business day prior to the student's scheduled appointment. Failure to meet the submission deadline will result in the cancellation of the student's appointment.

> *15-Minute Grace Period:* Because assessment specialists must meet with each student prior to proctoring an exam, a delay in starting time may occur. Therefore, an accommodated test student is allowed to start fifteen minutes before or after their scheduled appointment time. Assessment specialists will do their best to adhere to the scheduled appointment times.

> *2-Minute Set Up Period:* Students are given two extra minutes, in addition to their accommodated testing time, to allow for students to find a seat inside the testing lab, set up, and get started on their exam.

The DRC, faculty and Testing Team will meet again in 2016-17 to review the new policies and

make changes as needed.

2. Improving Finals Accommodated Testing Logistics

Accommodated Testing Services reflects the academic calendar with final exams peaking at 84 exams per day in spring 2016. Alongside placement testing services, TAC can serve more than 100 students per day. Because TAC has only 69 testing spaces for both accommodated and placement testing services, the demand for midterms and finals testing results in TAC staff struggling to find appropriate testing spaces for students. TAC offers a 20:1 student to proctor ratio in disjointed testing labs. During finals week, staff must work ten hours (or more) per day until as late as 11:00PM. Limited staffing and long hours often resulted in proctor mistakes and student and faculty complaints.

For future finals weeks, the following solutions have been put into place:
- The Counseling Division granted TAC access to room 8330 during finals week (this requires the Office of Instruction to relocate the Counseling 5 final exams to other classrooms).
- The DRC agreed to proctor all exams with a private room accommodation, which required a single, enclosed room for each student with this testing accommodation.
- The Testing & Assessment Center stopped extended accommodated testing service hours during finals week, and will only operate within regular business hours.
- The DRC has pledged additional staffing support to assist with finals exam proctoring.

Lastly, the overload of accommodated testing requires TAC to limit its placement testing offerings to potential new students seeking to enroll in the next quarter. The above solutions do not resolve the issue of limited placement testing services during finals week.

3. Multiple Measures for Assessment Placement: EAPs and High School Transcript Pilots in English, math and ESLL

In accordance with Title 5 Assessment regulations, all California Community Colleges are required to assess for placement using multiple measures. Foothill currently assesses for placement with Early Assessment Program (EAP) results in English and math, and also uses the Accuplacer placement test for placement into the English, ESL, and math course sequences.

EAP tests are administered to California high school students. With a "standard exceeded" result in English, a student can go directly into English 1A; and a "standard exceeded" result in math, a student can enroll directly into Math 10, 11, or 44. EAPs are processed by the Admissions & Records Division, as part of the prerequisite clearance process. In 2015-16, the receipt of EAP scores by Foothill was minimal. Anecdotally, some students stated that they did not release their results to Foothill when taking the EAP test, and that it was difficult to get the scores after leaving their high school. There is a need to market the submission of EAPs for placement to Foothill before students leave high school.

In 2015-16, Foothill piloted the use of high school transcript data for placement into the Engish and math course sequences. Winter 2015 English 1A Pilot utilized a non- disjunctive model that built a placement from the student's high school grade point average (GPA) and Accuplacer English placement test score. Pilot participation was contingent upon student submission of their official high school transcript. Findings from the English 1A Pilot included the need for students to submit their high school transcripts before graduating high school; and the need for additional staff support to evaluate transcript data. The pilot was successful in that TAC worked closely with Admissions & Records, Evaluations and ETS to learn more about the Banner system requirements that would be needed when attempting to launch a large scale pilot.

TAC then launched the English Course Sequence Pilot and the Math 10 Pilot in Summer 2016, using the RP Group recommended high school transcript decision rules and the recommended disjunctive model design; meaning students were given two placements—one placement based on their high school transcript data and their Accuplacer placement—the higher of their two placements was the recommended final placement. Pilot populations included summer placement testing students for Fall 2016 enrollment in the English course sequence and Math 10. Pilot findings will be released in Winter 2017.

Discussion for an ESLL pilot will continue in 2016-17. The inability to obtain and evaluate EAP scores and high school transcripts for international students and non-residents continues to be a barrier for assessing the ESLL population. New emerging research recommends assessment of student non-cognitive abilities, such as grit and commitment; however, there has yet to be concrete findings on the correlation between non-cognitive factors and student success at the community college.

4. Preparation for the Adoption of the Common Assessment System

The California Community College Chancellor's Office (CCCCO) Common Assessment Initiative mandates that all California Community Colleges, which administer an assessment test for placement, adopt the Common Assessment tool or lose Student Success and Support Plan (3SP) funding. The Foothill-De Anza Community College District will adopt the Common Assessment System (CAS) in February 2017. FHDA plans to begin testing and placing students with the Common Assessment tool by fall 2017.

In anticipation of the new placement system, during 2015-16 TAC worked closely with the 3SP Research Analyst to improve the integrity of placement testing data and processes to ensure that past data records would be corrected prior to adopting the CAS. The following data clean-up projects were started and will continue in 2016-17.

Placement Data Project:	Start Date:	Status/Outcome:
Banner SOATEST Data Standards Project to establish data elements, definitions and codes with all Banner SOATEST users (A&R, deans, Honors Institute, etc.)	Spring 2016	Ongoing; Progress slowed due to the loss of the 3SP Research Analyst. This project will be a priority in 2016-17.
Documenting student challenge (C) placements in Banner SOATEST, Purpose Column	Spring 2016	Ongoing
Documenting student initial (I) and retest (R) placements in Banner SOATEST, Purpose Column	Winter 2016	Ongoing
Documenting student test location: Foothill (FH), Middlefield (FM), or Sunnyvale (FC) in Banner SOATEST, Location Column	Winter 2016	Ongoing
Data Integrity Project to: (1) cross referencing Accuplacer data with Banner SOATEST data records; and (2) make corrections to Banner SOATEST records for the 2014-15 academic year	Fall 2015	Ongoing

Placement testing data entry mode to Banner SOATEST: analysis of manual entry versus automatic upload process	Fall 2015	Complete; After review of the data upload process, TAC determined that manual data entry minimized errors.

In addition to the data clean-up projects, TAC also entered in conversations with the Foothill Assessment Taskforce and the FHDA Assessment Taskforce to plan for and raise campus awareness about: the CAS system; the February 2017 adoption date; required faculty competency mapping work, which will replace the Accuplacer cut scores; A&R and ETS collaboration required for CAS-Banner integration; counselor professional development; and the proposal to have common assessment policies for the entire FHDA District.

The current Accuplacer placement test, which is administered for those students intent upon enrolling in the English, ESLL or math course sequence, is not offered to off-site students. Currently students that cannot test at the Testing & Assessment Center or the Sunnyvale Center must 1) find a campus/assessment center that offers the Accuplacer test; and then 2) transfer their raw Accuplacer scores to Foothill for placement. The Common Assessment tool promises to have an online feature that will allow students to take their placement test(s) online. This feature is in great need as students, including international and out-of-state students, often cannot find an Accuplacer assessment center located in their area.

5. Large Scale Placement Testing Events & Summer Placement Testing

In 2015-16, TAC participated in several large scale testing events. The event details and number of tests proctored are listed below. In 2016-17, TAC plans to prepare a master events calendar to ensure that events to do not overlap during the summer months. In addition, TAC will approach campus resources for the purposes of seeking summer TEA placement testing proctor funding.

Placement Testing Event:	Dates:	Location:	# of Tests Proctored:	# Staff
High School #1	1/20/16	Morgan Hill Academy	16	2
High School #2	4/12/16	Woodside High	37	2
SOAR #1	6/4/16	TAC & 8401	214	8 (4 TAC staff, 4 staff from other departments)
SOAR #2	7/11/16	TAC	70	4
Non-Credit ESLL Course #1	7/19/16	Middlefield Campus	6	1
Non-Credit ESLL Course #2	7/21/16	Middlefield Campus	18	1
Math Summer Bridge #1	7/28/16	PSME Center & Labs	38	1
SOAR #3	8/1/16	TAC	58	4
Math Summer Bridge #2	8/11/16	PSME Center & Labs	67	1
Math Summer Bridge #3	8/25/16	PSME Center &	67	1

		Labs		
Summer International Student Orientation Day 1	8/29/16	TAC	119	4
Summer International Student Orientation Day 2	8/30/16	TAC	70	4
SOAR #4	8/30/16	TAC	11	4
Welcome Wednesday	9/21/16	TAC, Drop In Program	106	4

SOAR
The 2015-16 SOAR events were held throughout the summer for the purposes of having students to complete their orientation, assessment, education plan and then register with priority registration. SOAR placement testing session attendance was fair and the heavy cost of training staffing from other offices and time spent planning for the event was not reflected in the outcome. The largest turnout for placement testing was at the Saturday, June 4 SOAR with 214 placement tests proctored during the eight hour event. In addition, the number of no placements in English, or earning of scores too low to provide a course placement, increased to 25% during the June 4 SOAR event (the no placement average during the summer was 20%).

SOAR placement testing issues included:

- A delay in counselor ed planning sessions due to students still testing and/or the delay in entering test results by proctors into SOATEST;
- Students arriving underprepared to take the placement test (did not study, did not understand the implications and/or the test purpose, were found ineligible, etc.);
- TAC's inability to plan for and manage high and/or low attendance rates for the several testing sessions;
- Student inability to focus during the testing session due to other commitments (family or friends waiting for student to complete tests, students wanting to stop test to go to other SOAR activities, lunch, etc.); and
- Student complaints about crowded testing conditions and/or having to wait for results.

In Summer 2016, TAC piloted *Drop In Wednesday*. The program peaked on Wednesday, September 21 between 1:00 – 3:00PM when the Testing Team (of 4 staff) proctored 106 placement tests when offered for the Welcome Wednesday event. For 2016-17 SOAR, TAC will recommend to the SOAR planning committee that placement testing be offered in the following manner using the successful *Drop In Wednesday* model:

- One single testing session before the other SOAR activities begin (i.e. 8am-12pm);
- on a non-reservation basis (first come, first served); and if possible,
- students should be encouraged to take their placement tests before SOAR and utilize SOAR placement testing offerings for a retest opportunity.

Lastly, there is a need for SOAR student placement testing preparation to convey the purpose of the placement tests, how to prepare for the tests, and college assessment policies.

Summer Bridge
TAC provides placement testing proctors for the Math Summer Bridge, a math boot camp program that aims at improving student placement test results. Participating students receive a second retest opportunity. In summer 2016, Math Summer Bridge held three placement testing sessions for its participants with a total of 172 tests proctored. The Math Summer Bridge Director was successful in booking computer labs and providing a student headcount; however, Testing

Team did not have enough staff to cover both the Summer Bridge Testing sessions alongside offering services at the Testing & Assessment Center. For summer 2017, TAC will recommend that Summer Bridge testing occurs in the Testing & Assessment Center and also request Basic Skills funding to hire additional proctors via TEA contract.

International Student Program Orientation
International Student Program Orientation occurs each summer. The majority of international students take their placement tests for during the last week of August, just before the orientation. 277 placement tests were proctored between August 29 and August 30. In addition to serving a high volume of international students in a short period of time, the Testing Team also becomes the point of first contact for these students who are new to the campus, the community college system, and often times the country; this requires TAC proctors to spend more individual time with each student. For summer 2017, TAC will work closely with the International Student Program Office to bring more structure to international student testing and explore other group testing models to better serve international students.

Off Campus Proctoring: High School & Middlefield/ESLL Special Non-Credit Groups
In 2015-16 high school placement testing was limited to two high school placement testing events. The college later determined that sending proctors to test high school students was an ineffective recruitment tool. In addition, the high schools did not have the technical support required to operate the Accuplacer test, which resulted in testing session interruption and/or delay. High school placement testing events are not anticipated in 2016-17.

TAC also sent proctors to support Middlefield Testing Services in proctoring placement tests to non-credit ESLL course students. Like the Math Summer Bridge Program, when the Testing Team was required to send proctors to an off campus event, the Testing & Assessment Center was short staffed on the main campus, and struggled to maintain the regularly scheduled services.

6. *Marketing Placement Testing Preparation Tools*

In 2015-16, TAC increased its efforts to prepare students for their English, ESLL, Math placement tests. TAC promoted the Accuplacer placement test preparation application and the Accuplacer practice test for each subject by posting the materials and links online. The Foothill Chemistry Department's Chemistry 1A sample test was also posted online for public access. In addition, the college's partnership with the NROC Project allowed TAC access to EdReady, a math placement preparation tool for the Accuplacer test. EdReady, a free Accuplacer math placement preparation service, was adopted by Foothill in 2014; however student participation had been consistently low since adoption. (See attached Service Area Outcomes.)

In July 2016, TAC implemented a single sign on feature to EdReady so to allow students to bypass the account creation steps and go directly to EdReady through MyPortal. Since the single sign on implementation, 671 students have utilized EdReady between July to November 2016, which is more that the entire amount of student accounts utilized in the 2015-16 academic year.

Number of EdReady Student Accounts Utilized per Year

	AY1415	AY1516	After Single Sign On Implementation (Jul. – Oct. 2016)
#of Accts	598	647	671

TAC plans to augment its marketing campaign by creating short videos on topics relating to

placement testing to include: how to prepare for a placement test, how to access study guides, test anxiety, etc.

7. Validation Studies for English, ESLL, Math and Chemistry Placement Test Planning

Per Title V regulations, assessment instruments must be validated and studied for implicit bias by colleges to ensure instruments used by colleges are placing students fairly and appropriately. The last validations studies were completed in 2010 by a third party contractor. In Fall 2016, TAC facilitated the Chemistry Validation Study conducted by the 3SP Researcher. The college was granted temporary approval for the Chemistry 1A Placement Exam. State feedback on the temporary approval included the requirement to respond to the implicit bias findings.

In May 2016, the CCCCO issued the *Extended Suspension of Approval Process for Assessment Instruments* memo. In an effort to allow colleges time to prepare for the Common Assessment System adoption, the state suspended validation study requirements temporarily. TAC and the 3SP Research had plans to conduct the English, ESLL and Math validation studies in 2016-17 for the purposes of evaluating implicit biases; however, the the 3SP Researcher was vacated in July 2016.

8. Assisting with the Testing Services Transition from the Middlefield Campus to the Sunnyvale Campus

Middlefield Campus Testing Services that transitioned to the new Sunnyvale Campus in Fall 2016 included: English, ESLL and Math placement testing and accommodated testing. The Sunnyvale Campus Student Resource Center (SRC), will be staffed by an instructional support coordinator, who will oversee the testing services. During Summer 2016, TAC trained the instructional support coordinator and also worked closely with the Sunnyvale Campus supervisor to set up the foundations of testing services based on TAC policies and procedures. Testing services will continue to evolve in 2016-17 and beyond because the Sunnyvale Campus does not have a clearly defined student population yet.

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)?

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, 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 service project completion. Currently, TAC has three indirect service success projects: 1) improving accommodated testing services; 2) the multiple measure for assessment placement (MMAP) pilots for the math, English, and ESL pathways; and 3) adoption of the Common Assessment System (CAS).

TAC plans to establish the foundations of accommodated testing services policy and procedure in 2016-17. With the processes are solidified, TAC can then focus on serving DRC students efficiently and responsibly. TAC will continue to collaborate with faculty and the DRC to improve accommodated testing services. Measures of success for this initiative will be documented in Service Area Outcome #2 (see attached SAOs Report); and via feedback from the larger campus community.

Assessment by multiple measures, or tools, to determine student's mastery of an academic subject and placement into an academic pathway is required by the CCCCO. By implementing

MMAP pilots, TAC will not only comply with CCCCO assessment regulations, but also work toward making Foothill's placement model more equitable by assessing the entire student, and not leaving assessment to a single test result. 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. Pilot findings will then be used to further the conversation of assessment for placement at Foothill College.

As previously stated, all California Community Colleges must adopt the Common Assessment System (CAS) or risk losing 3SP funding. Foothill is scheduled to adopt the CAS in February 2017. Until the adoption date, TAC will continue to lay the foundation work required for a successful implementation of the new system. Success for this goal will be measured by the adoption and implementation of CAS at Foothill.

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 2015-16, TAC successfully proctored just over *17,000 assessments* to Foothill College students. The number of assessments is dependent upon student need. 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. As previously mentioned, TAC will also promote equity and student success by planning for and implementing multiple measures for assessment placement (MMAP) pilots.

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
Example: Offer 2 New Courses to Meet Demand	*Winter 2016 Term*	*Course Enrollment*
#1: Accommodated Testing Services Improvement	Ongoing	Number of DRC students served
#2: Common Assessment System Piloting, Adoption and Implementation	AY 2016-17	Project Completion
#3: Multiple Measure for Assessment Placement Pilots in English, ESLL and Math	AY 2016-17	Project Completion
#4: Summer Placement Testing	Summer 2017	Number of students served

2B. Resource Requests: Using the table below, summarize your program's <u>unfunded</u> resource requests. Refer to the Operations Planning Committee (OPC) <u>website</u> 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
(1) Assessment Specialist	85,000	Objectives #1, 2, 3, 4 as listed above	☒	☐	☐	☐
(1) TEA, Program Coordinator II (180 day assignment)	36,000	Objective #1, 2, 3, 4 as listed above	☐	☐	☒	☐
(1) TEA, Program Coordinator II (Jun. – Sept. assignment)	20,000	Objective #4 as listed above	☐	☐	☒	☐
(1) Institutional Researcher	100,000	Objectives #2 and 3 as listed above	☒	☐	☐	☐
			☐	☐	☐	☐

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 <u>Dean/Supervising Administrator</u> to provide feedback.

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

Under the leadership of our current Acting Supervisor, the Testing & Assessment Center has done an outstanding job in meeting the multiple mandates of Student Success and Support Program (3SP), multiple measures for English and math assessment placement pilots, validation studies for chemistry, preparation for Common Assessment adoption and improving the efficiency of service delivery for Accommodated Testing. Although the staffing underwent a complete turnover in the 2015-16 academic year, TAC has exceeded expectations in

implementing all of the changes outlined above. There is now a written process in place for each service delivery. The staff is now well trained on accommodated testing policies and procedures. The acting supervisor has created a new era for TAC, one with a solid foundation and plan while meeting an exceeding the multiple mandate imposed by the state. I am very pleased with the tremendous progress as evidenced by solid data and thoughtful reflections. The TAC team has demonstrated their willingness to work hard and ability to provide high quality service to their diverse students.

3B. Areas of concern, if any:

There is a definite need of an institutional researcher as the 3SP Researcher position has been vacant since July 2016 and has not been filled. All validation studies for ESLL, English, Math and the implicit bias study for Chemistry have been suspended. These are critical to accreditation and Title V regulations, especially since the last validation studies were conducted about sixteen years ago. Without the researcher, this important work cannot be done. Additionally, the multiple measure pilots require a researcher to analyze and validate the student data and performance outcome.

TAC is still in need of a third Assessment Specialist, since the Administrative Assistant position was eliminated in April 2016. It was decided that an Assessment Specialist is needed to manage the front desk to better accommodate students with transcript handling and evaluation for multiple measure in English and math. The third Assessment Specialist will cover the front area while the other two specialists cover placement testing and accommodated testing for students with disabilities. However, the third position is still vacant and a heavy reliance is put on temporary employees who are supposed to only provide seasonal work and not year-round employment as needed in TAC. Having three specialists to handle the day-to-day operations of TAC will provide the time needed for the Supervisor to focus on the macro level responsibilities such as multiple measures, Common Assessment implementation, data mining, act as tri-chair for the Assessment Taskforce, and validation studies.

3C. Recommendations for improvement:

Using 3SP funds, fill the 3SP researcher position, which has been vacant since July 2016. Hire a third Assessment Specialist position.

Lan Truong
Dean of Counseling Division

3D. Recommended Next Steps:
        ☒ Proceed as Planned on Program Review Schedule
        ☐ Further Review / Out-of-Cycle in-Depth Review

Unit Assessment Report - Four Column

Foothill College
SA - Assessment & 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 Test Preparation - Students will know how to access study guides for their math placement test. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 09/21/2015 **End Date:** 06/30/2017 **SA-SLO Status:** Active	**Assessment Method:** TAC will count the number of students that utilize EdReady during academic year 2015-16 and 2016-17. **Assessment Method Type:** Data **Target:** TAC will increase the number of students using EdReady for math placement test preparation by 10% each academic year.	11/14/2016 - EdReady, a free Accuplacer math placement preparation service, was adopted by Foothill in 2014; however student participation has been consistently low since adoption with 598 students utilizing EdReady in academic year 2014-15. In academic year 2015-16, 647 students utilized EdReady for math placement prep. In July 2016, TAC implemented a single sign on feature to EdReady so to allow students bypass the account creation steps and go directly to EdReady through MyPortal. By removing the additional account creation requirement, 671 students have utilized EdReady from July to November 2016, which is more that the entire amount of student accounts utilized in the 2015-16 academic year. **Result:** Target Not Met **Year This Assessment Occurred:** 2015-2016 **Resource Request:** (1) Assessment Specialist **GE/IL-SLO Reflection:** The Testing & Assessment Center will continue to monitor the usage of EdReady for math placement prep until the end of academic year 2016-17. The single sign on to EdReady from MyPortal has increased the usage if the online tool; however, based on Spring 2016 placement test results, 15% of students receive a non-credit	

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		recommendation and overall 46% of students tested into basic skills courses. The large percentage of basic skills placements could be decrease by increasing student awareness about the importance of placement testing and placement testing preparation tools.	
SA - Assessment & Testing - Accommodated Testing - Student Appointments - DRC students will be able to create accommodated testing appointments on Clockwork. **Year(s) to be Assessed:** End of Academic Year **Start Date:** 09/26/2016 **End Date:** 06/30/2017 **SA-SLO Status:** Active	**Assessment Method:** TAC will count the number of appointment that were made after the booking deadline. **Assessment Method Type:** Data **Target:** TAC will decrease the number of appointments made after the deadline by 10%. **Related Documents:** Accommodated Testing - Student Appointments		