FOOTHILL COLLEGE
Program Planning and Review – Student Services
(650) 949-7240 | http://www.foothill.edu/ services/index.php

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I. Department/Program Mission

1. State the department name and everyone who participated in creating the comprehensive program plan.	TESTING CENTER Laureen Balducci, Dean of Counseling and Matriculation Counselors: Jerry Cellilo, Isaac Escoto, Voltaire Villanueva Classified Staff: Nancy Rogers, Kathleen Turner
2. State the program's mission. If you don't have one, create one.	The Testing Center is committed to facilitating the educational process by providing assessment services to the college community and by providing data and assistance for the development and enhancement of instruction and instructional programs.
3. Explain how the program/department mission is aligned with the college mission?	We provide services that allow our "clients" to fulfill their mission and goals. We exist in relationship to others with the goal of assisting them (our clients, e.g. academic and administrative depts., licensing agencies, testing companies, distance education programs) and their constituents (students & community) with achieving their goals

II. Department and Program Description & Data

1. Indicate all locations and service delivery options available.	Locations offered: ☒ FH Main Campus ☒ Middlefield ☒ Off campus	Delivery options offered: ☒ In-person ☒ Telephone ☒ Email / Online

2. List current positions and descriptions for all personnel in your area on the chart below (include position titles only, not individual names).

Faculty Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Counselors/Instructors	0	0	

Management Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Dean of Counseling and Matriculation	1		Direct Counseling Division and oversee Matriculation process for Foothill College.

Classified Positions	Full-time Headcount	Part-time Headcount	Brief Description of duties
Assessment Specialist	1	0	The Assessment Specialist schedules, administers and scores a variety of assessment tests to students to assess basic skills in English, English as a Second Language (ESL), mathematics, chemistry or other test as assigned.
Testing Technician	2	0	Provide computer maintenance and support for the testing lab(s) as well as administering exams for all programs and basic skills assessments. Update scheduling system and schedule appointments when students are unable to schedule themselves.

3. Given available data, describe the trends in overall student usage (# served by total headcount, amount served through telephone, amount served through online communication). Are there changes in overall usage? What are the implications for your department/program?	Through the academic year July 2008 - June 2009, the Scheduling System shows: Chemistry: 376 English: 3044 ESL: 1475 Mathematics: 4729 Exams for Inst.: 1545 ATB for Financial Aid: 57 FH Exam:113 iTEP: 11 TEAS for nursing programs:25 Student Served at Group: 450 Emails: 3000 est. Faxes: 50 est **TOTAL Student Contacts: 14875 This does not included drop in students or phone contacts**
4. Scheduling of services: Given available data, describe the patterns in usage (times of day, times of year, weekend usage). Are there changes in when students access services? What are the implications for your department/program?	Most appointments are created between 11 am and 5 pm but the start time for the appointments is 9 am to 2 pm. Due to a staffing shortage, students need service at the times we have the least coverage. Although 3 staff are assigned to testing, one position has been frozen for the past year. There is a greater demand for testing services at the same time staffing is reduced. The trend is for more testing to support classes on campus and through distance learning programs.
5. Student Demographics: Given available data, describe the trends with respect to student demographics and underrepresented students. Are there changes in access to and use of services? How will your program address any needs/challenges indicated by the data?	The Testing Center is struggling to provide support to underrepresented students by providing review information and encouragement to challenge themselves. Without adequate staff, we are unable to expand the program to the high schools to help students prepare two years in advance of testing for college.
6. Student Academics: Given available data, describe the trends with respect to the academic characteristics of students, such as transfer or basic skills status. Are there changes in access to and use of services? What are the implications for your department/program?	Only 23% of the students testing in math place into college level math. Due to an increase in cut scores, little progress has been made to improve this statistic since the last program review. We need to develop partnerships with high school instructors to expand testing to the high schools to encourage students to

	continue in math through intermediate algebra.
7. International Students: Given available data, describe the trends with respect to international students. Are there changes in access to and use of services? What are the implications for your department/program?	The current trend with the increase of international students continues but working closely with International Program Director, we are using the scheduling system to mediate the impact of reduced staff on services for this population.
8. Optional: Provide any additional data relevant to your program. (Indicate the source of the data).	
9. Are you seeing trends that are not reflected in the data cited above? If yes, please explain.	The data does not reflect the anxiety level of the students who want to test as high as possible immediately because the college that accepted them suddenly referred them a community college after registration has begun.

Summary of Planning Goals & Action Plans

10. Identify 1-3 operational goals for the next 3 years and link them to one or more college strategic initiatives or to your operations. (PRIORITIZE BY SECTIONS i.e. need more resources to deal with growing population)

Department Operational Goals	College Strategic Initiatives			
Identify 1-3 operational goals	Building a Community of Scholars	Putting Access into Action	Promoting a Collaborative Decision-making Environment	Operations Planning
Hiring staff – Opening frozen position and adding a supervisor	☐	☐	☐	☒
Marketing – To the community as well as to the faculty	☐	☒	☐	☐
Materials and supplies	☐	☐	☐	☒
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

11. What is your plan for accomplishing your goals?

Dept/Program Operational Goals	Activities	Measures	Timeframe
Hire more staff to better serve students	Request that frozen position is opened as well as adding a supervisor or coordinator	Show data that directly supports our need.	2011
Marketing	Doing more outreach to campus community to market Testing services and facilitate communication between Foothill faculty and high school instructors	Host working conferences on Saturday or Friday afternoons to develop bridge between community and campus	2011-2012
Materials and Supplies	The budget for materials and supplies is provided by proctoring exams distance learning for Foothill College as well as other colleges.		2010-2011

12. Are additional resources needed to accomplish your department operational goals? If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning & success.**
Staff increase	To meet the needs of students.	Foothill College currently serves 18,638 students and the current structure in the Testing Center, although physically improved has not expanded staffing to meet this need.

III. Service Evaluation	
Service Evaluation Overview	
1. Student Services Survey: Given results of the Fall Student Services Survey, describe any trends with respect to student knowledge of and use of program services. Are there changes over time? What are the implications for your department/program?	Survey conducted by Student Services.
2. "Internal" Evaluation: Given results of the Internal Evaluation, describe any trends with respect to internal perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?	The scheduling system collects information about student use. Due to shortage of staff, unable to complete an intensive look at the data.
3. "External" Evaluation: Given results of the External Evaluation, describe any trends with respect to external perceptions of program effectiveness. Are there changes over time? What are the implications for your department/program?	Survey to be distributed in near future. Surveys to be distributed constituents of the following programs and services that are directly involved with Counseling: STEM, Allied Health, College Skills, Veterans, Athletes, Transfer, Career, etc.
4. Point of Service Surveys: Given results of the Point of Service Survey, describe any trends with respect to student evaluations of service. Are there changes over time? What are the implications for your department/program?	Will be adding survey questions to Spring Quarter testing starting in March.
5. Optional: Provide any additional data relevant to service satisfaction or perceived effectiveness of your program. (Indicate the source of the data).	
6. Are you seeing trends in service satisfaction or perceived effectiveness that are not reflected in the data cited above? If yes, please explain.	

Summary of Planning Goals & Action Plans

7. Identify 1-3 goals for the next 3 years related to service evaluation and provide action plans for accomplishing your goals. (BASED ON SECTION III: Service Evaluation)

Dept/Program Operational Goals	Activities	Measures	Timeframe
Plans on hold until staffing level is returned			2011-2012

8. Are additional resources needed to accomplish your department service evaluation goals? If yes, identify the resource, as well as the purpose and rationale for each resource. (PUT RESOURCES FROM SAOs HERE)

Identified Resource	Purpose	If requesting funding, provide a rationale of how each request **supports one or more college strategic initiative and/or supports student learning & success.**
Add power source or replace tables in Testing Classrrom	Utilize room for testing other than paper tests	No funding needed, just permission to proceed as requested for the past two years.
		.

IV. Service Area Outcomes	

Student Learning Outcome Assessment

1. **Be sure and complete your service area outcomes. SAOs are listed in a separate document. Please refer to your SAOs to complete this section, but do not-relist the SAOs themselves.**

2. Are additional resources needed to accomplish your service area outcome goals?
   If yes, identify the resource, as well as the purpose and rationale for each resource.

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning & success.**
See SAOs		Resources needed to complete SAOs are described in the individual department SAOs.

V. Resource Planning: Personnel, Technology, Facilities, and Budget

Faculty	
1. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	
Classified Staff	
2. What staffing needs do you anticipate over the next four years. (Consider: retirements, PDL, reassigned time, turnover, growth or reduction of the program)	We need to add a traveling test proctor as well as a coordinator of Testing Services.
Technology and Equipment (see definitions below)	
3. Are the existing equipment and supplies adequate for meeting the needs of the program? If no, explain.	Yes, except for power issue in one room.
4. Do you have adequate resources to support ADA needs in your physical and/or online services? If no, explain.	These services are provided by the Adaptive Learning Center.
Technology & Equipment Definitions	

- **Non-instructional Equipment and Supplies:** includes equipment for "office use" that is non-instructional and that is not used in a lab or classroom – it includes non-programmatic equipment for individual instructors and staff, such as a desktop computer for office use. Desktop technology (computers, printers, scanners, faxes) and software requests are processed through your Dean or Director.
- **Instructional Equipment and Supplies:** includes technology, software, and supplies used in courses or labs, including occupational program equipment. Instructional program equipment requests are prioritized by the department and then by the Dean or Director.
- **Durable Equipment and Furniture:** includes non-instructional, non-technology equipment (chairs, tables, filing cabinets, vehicles, etc.) necessary to improve the operational functioning of the program/department.
- **Note:** It is recommended that divisions perform and maintain an inventory of all their technology and equipment.

Facilities	
5. Are your facilities accessible to students with disabilities? If no, explain.	Yes, if the elevator is working.
6. List needs for upgrades for existing spaces.	We need power added to one classroom and a printing port added to the reception area. Glass exterior door needs to have sunblocked.

7. List any new spaces that are needed.	Coordinator's Office
8. Identify any long-term maintenance needs.	
9. Are available general use facilities, such as student spaces and office/work space adequate to support the program? Please explain.	If we add power to the classroom, then we can meet the needs of our students.
10. Are work orders, repairs, and support from district maintenance adequate and timely? Please explain.	Somewhat.
Budget	
11. Are the A-budget and B-budget allocations sufficient to meet student service needs in your department/program?	No.
12. Describe areas where your budget may be inadequate to fulfill program goals and mission.	In 1992, the Testing staff were moved to the Matriculation budget. At that time, 2 staff positions and one faculty position were in fund 14. Now only one staff position is in fund 14, the other two staff positions are still in Matriculation. Although we moved to computer testing, no budget is allocated for the expense. Testing as grown substantially since 1992.
13. Are there ways to use existing funds differently within your department/program to meet changing needs?	No
Summary of Planning Goals and Action Plans	
14. What are your goals with respect to resource planning and how will those goals be measured?	
15. Are additional resources needed to accomplish your resource planning goals? If yes, identify the resource, as well as the purpose and rationale for each resource.	

Identified Resource	Purpose	If requesting funding, provide a rationale for how each request **supports one or more college strategic initiative and/or supports student learning & success.**

VI. Final Summary of Goals, Commitments to Action, and Resource Requests

1. Upon completion of this program plan, provide a comprehensive summary of your goals and action plans for the next 3 years. (FOR THIS SECTION CAPTURE ALL OF OUR GOALS)

2. Final Resource Request Summary: **When the program planning and review form is online – the section below will automatically fill in with your responses from each section. Until this is ready, these sections will be cut and pasted from previous sections.**

Note: If you are requesting resources this year, these items have to be included in your current program review. If you want the college to understand your full range of need, then list every current and upcoming resource need in each section above.

Resource	Purpose	Rationale	Estimated Cost

Supervising Administrator Signature	*Completion Date*