

<b>Basic Program Information</b>
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**Department Name:**

Testing & Assessment
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**Division Name:**

Counseling
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**Program Mission(s):**

The mission of Testing and Assessment is to help students test and place into the appropriate level classes in order to be successful in their educational goals. Assessment and Testing also provides accommodated testing for DRC students.
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Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Thom Shepard	Testing & Assessment	Supervisor
Kai Chang	Testing & Assessment	Assessment Specialist
Mariel Estrada Bonilla	Testing & Assessment	Assessment Specialist

<b>Total number of Full Time Faculty:</b>	0
<b>Total number of Part Time Faculty:</b>	0

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

Supervisor, Testing &amp; Assessment (Thom Shepard)

Assessment Specialist (Kai Chang)

Assessment Specialist (Mariel Estrada Bonilla)

TEA through June 30, 2015 (Michelle Vu)

### Section 1: Data and Trend Analysis

Provide a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review that is submitted to your Dean/Director.

- a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

Test Type	Total Tests in 2014	Winter 2014	Spring 2014	Summer 2014	Fall 2014
Math/ENG/ESLL Placement Tests	8465	1452	2100	3192	1721
International Placement Tests	903	141	82	499	181
Total Placement Tests	9368	1593	2182	3691	1902
CHEM 1A	445	93	62	151	139
Accommodated Tests	2736	789	836	124	987
iTEP Tests	194	45	42	53	54
Foothill Online	111	24	22	23	42
Other CA CC	52	9	16	10	17

Total Number of Tests Administered in 2014: 12906 (Winter: 2553, Spring: 3160, Summer: 4052, Fall: 3141).

There was a slight decrease (approximately 4%) in the overall number of tests administered in the Testing Center from last year to this year (data from three years ago is not available). This is attributed to the fact that we no longer offer proctoring services for students from other colleges or universities, with the exception of students from other California community colleges.

Of particular note: There was a 32% increase in the number of accommodated tests from last year to this year (2013-2069, 2014-2736). This is important as we continue to look at space needs and staffing for the Testing Center, as these tests typically require more space (private room accommodations, low distraction environments, etc.) and are more labor intensive for staff.

This data was obtained via the following sources:

\_\_\_\_\_ CCC Apply; \_\_\_\_\_ Ask Foothill; \_\_\_\_\_ Credentials; \_\_\_\_\_ SARS  
 \_\_X\_\_ Other (List): RegisterBlast Web-Appointment System

- b. **Demographics analysis:** (example: Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?) If not, please include possible explanations for the disparity.

The Testing Center serves the entire Foothill community. Placement tests are required of all students who are enrolling at the college for the first time who have not previously taken college coursework. Because of this, the ethnic breakdown of the students we serve is consistent with the college ethnic distribution.

The Testing Center administers accommodated tests in conjunction with the Disability Resource Center. In order to take accommodated tests in our Center, they must have accommodations from the DRC. According to the DRC's program review from 2013, Asian, Filipino, Pacific Islanders, and Hispanics are underserved compared to the general Foothill population. Because they are underserved in receiving accommodations, it would only follow that these populations would also be underserved in regards to accommodated testing. Culturally, receiving these types of services is considered taboo, so self-identification is frowned upon by their families and support structures. The DRC has goals around enhancing outreach to these populations, which will also help narrow the gap with these underserved populations in our Center.

- c. Please describe services offered off campus and how the effectiveness of these services is assessed.

The Testing Center staff participates in SOAR and SOAR on the go events. We had approximately 475 students complete placement test through these events. That data was collected by A&R and our Outreach Team.

Foothill also offers placement testing and accommodated testing at the Middlefield campus. We have made repeated requests for data about the number of students tested, but they are unable to provide this data. This was a problem last year, which has still gone unaddressed. We will have to work with the Middlefield staff to ensure that this data is available moving forward.

Data for this area is based on services offered at the following locations:

1. ☒ Middlefield
2. ☐ CCOC
3. ☒ Other (List): SOAR participation information collected by A&R and Outreach

- d. **Staffing structure:** Does the staffing structure meet the program or department's needs?

The current staffing structure does not meet departmental needs. There is a need for at least one additional Assessment Specialist and an Admin Assistant I.

There has been increased concern raised by faculty and administrators about the integrity of both accommodated testing and placement testing in the Testing Center. In order to adequately address these concerns, additional staffing is needed. For example, currently, our check-in process is run by student workers. The consistency of the service offered by our student workers is not on par with professional staff members, and there have been many errors made by them that call into question the integrity of our center. We need a consistent professional presence at the check-in desk, and we cannot do that at our current staffing level.

Further, there has been an increased focus on our campus around placement and multiple measures. We would like to expand our efforts around ensuring students are best prepared for their MATH/ENGL/ESLL placement tests. This year we began a partnership with EdReady. They offer a preparation program for MATH, and will begin offering a preparation program for ENGL/ESLL in Fall 2015. With additional staffing, we will be able to provide outreach (a point of contact between when a student makes their placement testing appointment and when they test) where we can talk with students about the importance of preparing for the placement tests and our review programs. We will also be able to follow-up with students who began the review program but did not complete it. This ties directly into the 3SP and student success. We cannot complete this type of outreach at our current level.

Finally, the supervisor of the Testing Center will be involved in validation/reliability studies of our current placement tests. We are currently out of compliance in this area. When the Testing Center was reorganized last year, that plan called for the supervisor to be able to assist the Assessment Specialists with test administration. In order to be in compliance with our validation/reliability studies, and in order to best prepare for the upcoming Common Assessment Initiative, the supervisor cannot be relied upon to consistently assist with administering tests. Additional staffing is needed.

**IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.**

**Section 1a: Data and Trend Analysis for Instructional Programs**

List all Programs\* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

**a. Program Data:**

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Programs	2011-2012	2012-2013	2013-2014	% Change

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data.

If your non-transcriptable certificate does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2012-13: 535)				
Success				
Full-time FTEF				
Part-time FTEF				

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- c. **Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

- d. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

- e. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

- f. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

- g. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? (Please use reports from the Curriculum Office to help you complete this prompt)

- h. **Curriculum and SLOs:** What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

- i. **Innovation:** Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

## Section 2: Institutional Standards

**As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded.**

**Please comment on how the services offered by your program support / contribute to obtainment of the institutional standards.**

Testing and Assessment assists students into getting into the appropriate classes, but does not directly assist in transfer and degree/certificates as they relate to the institutional standards.

**IF THIS SERVICE AREA HAS AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE COMPLETE THE SECTION BELOW.**

### Section 2a: Institutional Standards

**As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level.**

**a. Institutional Standard for Course Completion Rate: 55%**

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

**b. Institutional Standard for Certificate Completion Number (Transcriptable): 325**

Has the number of students completing certificates in your program held steady, or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

**c. Institutional Standard for Transfer to four-year colleges/universities: 775**

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.



### Section 3: Core Mission Support and Student Equity

**The College's Core Missions are reflected below. Please respond to each mission using the prompts below.**

#### **a. Basic Skills**

How does your service area support the basic skills needs students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

All students are required to take placement tests if they intend to enroll in MATH/ENGL/ESLL, including students who need assistance in developing basic skills. We have enhanced our placement test review, and work with PSME on retesting of students who attend our Summer Bridge program. Both of these are done in an effort to support basic skills needs of our students.

#### **b. Transfer**

How does your service area support the transfer needs of students or programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Again, all students are required to take placement tests if they intend to enroll in MATH/ENGL/ESLL, including students who intend on transferring. Our enhanced placement test review allows students to better prepare for their tests, potentially allowing them to place higher on the MATH/ENGL/ESLL class sequence, which could potentially save them time and money as they look to transfer.

#### **c. Workforce**

How does your service area support the workforce needs of students or CTE programs? Please discuss current outcomes or initiatives related to this core mission and how those initiatives contribute to student equity and success in this core mission area.

Again, all students are required to take placement tests if they intend to enroll in MATH/ENGL/ESLL, including our students in our Allied Health programs and other workforce development programs. We have partnered with Map Your Future in the past to offer placement testing for their students on-site at CCOC. Placement testing is offered at our Middlefield campus, where some of our workforce students take classes.

#### Section 4: Learning Outcomes Assessment Summary

a. **Attach 2013-2014 Program Level SA- SLO** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See attached

#### Section 4a: Learning Outcomes Assessment Summary-Instructional Programs

a. **Attach 2013-2014 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

#### Section 5: SLO Assessment and Reflection

**Based on your assessment data and reflections, please respond to the following prompts.**

a. How do the objectives and outcomes in your service area relate to the service-level student learning outcomes and to the college mission?

We have to active SA-SLO's, and three inactive ones from approximately 2011. The active SA-SLO's we planned to assess were created last year when the supervisor was fairly new in his position. Upon reflection this year, the SA-SLO's created were not appropriate. The first about assessing whether accommodated students knew how to make appointments (75% affirmative) would be biased. We would be asking that question after students already had an appointment, meaning 100% of them would likely answer yes since they were able to make an appointment. The second SA-SLO involved students enrolling in CNSL 5 classes. There are many factors that go into whether students enroll in CNSL 5, and the staff in the Testing Center has little influence on this. Due to the newness of the supervisor last year, both SA-SLO's were poorly written. New SA-SLO's will be created as a result.

b. If your service area has other outcomes or assessments, comment on the findings.

One of the main things we were charged with after the re-org of the Testing Center in 2014 was to create a student-friendly environment. Though we have not formally assessed this-we plan to do this in 2015- anectodotally we have heard from students, faculty, staff, and administrators that we have succeeded in this goal. We have accommodated testing students who will now use the Testing Center who would not previously because of the service/treatment they received. We consistently hear from students that the process to take placement tests is "easy" and that we are friendly. We have faculty who previously proctored tests for their students with accommodations who now use the services of the Testing Center. Changing the culture of the Testing Center was a major initiative after the re-org last year, and we believe we have been successful in that area.

Moving forward, the next two major areas of focus for the Testing Center will be increasing the integrity of our testing, both for accommodated and placement testing, and validating our placement tests with the appropriate faculty. We will also be preparing for the implementation of the Common Assessment Initiative.

c. How has your service area engaged in dialogue about student learning outcomes?

Our area is in constant dialogue about the services we provide our students and how we can improve those. We need to do a better job of tying the services we provide to our newly developed student learning outcomes. In division staff meetings, there are frequent conversations around service and student learning outcomes. Finally, the leadership in Student Services (Administrators and Supervisors) meets often to discuss the services we provide and how we can enhance them, as well as the importance of student learning outcomes.

d. Analyzing your most recent annual program review, discuss any emerging trends related to SLO reflections and any action taken.

There are no annual program reviews upon which we can reflect. Last year we completed a comprehensive review, and prior to last year no program reviews were completed. Testing was considered a part of the larger division, and was rolled into the Counseling annual review.

e. What summative findings can be gathered from the Service Level Assessments?

It has been clear through this program review process that better, more appropriate SA-SLO's need to be developed for the Testing Center.

**Section 5a: SLO Assessment and Reflection for Instructional Programs**

**Based on your assessment data and reflections, please respond to the following prompts.**

a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?

- c. How have you used the assessment results of program-level student learning outcomes to make certificate/degree program improvements?

- d. If your program has other outcomes assessments at the program level, comment on the findings.

- e. How has your department engaged in dialogue about student learning outcomes?

### Section 6: Service/Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals are not resource requests.

**List Previous Program Goals from the last academic year:** check the appropriate status box & provide an explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1. Increase student satisfaction with their experiences in the Testing Center.	N	Y	While we have anecdotal evidence we have made significant progress on this goal, we need to survey students in order to have better data.
2. Accommodated testing students will know how to make appointments	Y	N	As noted earlier, this has been achieved, as students who initially do not know how to make appointments are taught how to do so. Data from a survey would not be valid, as in order to take the survey they would have to have had an appointment.
3. New students will enroll in CNSL 5.	N/A	Y	As noted earlier, this is not an appropriate goal for the Testing Center as there are many factors that go into whether students enroll in CNSL 5, few of which we can influence.
4. Provide extended hours during finals for accommodated testing students.	Y	N	We have offered extended hours during final exams since fall 2014. We are open from 7:30 am to 10 pm Tue-Thu, and 7:30 am to 6:00 pm on Friday.

**New Goals:** Goals can be multi-year (in Section 6 you will detail resources needed)

<b>Goal/Outcome (This is NOT a resource request)</b>	<b>Timeline (long/short-term)</b>	<b>How will this goal improve student success or respond to other key college initiatives?</b>	<b>How will progress toward this goal be measured?</b>
<b>1. Implement additional testing security measures to enhance testing integrity.</b>	Long-term goal	By completing this goal, particularly around placement tests, we will be supporting student success by being sure they are appropriately placed on the MATH/ENGL/ESLL course sequence. Honesty and integrity are two values of Foothill College, and this would directly support that.	-new policies around checking-in for tests/ID we accept -whether we have installed some sort of surveillance/recording system in the Testing Center -have we moved from student workers checking-in test takers to professional staff members checking-in test takers?
<b>2. Develop an outreach plan for students taking placement tests to ensure they are best prepared for the tests.</b>	Long-term goal	Appropriate placement directly support student success and is a major component of 3SP. This would also support the three main mission areas of the college as well: basic skills, transfer, and workforce development.	-is there an outreach plan in place?  -are there new/additional resources on our website for students to prepare for their placement tests?

### Section 7: Service/Program Resources and Support

Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

#### Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Admin Assistant 1	\$70,000	Goal 1: An Admin Assistant 1 would be assigned to work the student check-in Goal 2: This person could also assist with outreach efforts.	N
Assessment Specialist	\$85,000	An additional Assessment Specialist is needed not just to support the goals listed here, but because the supervisor role is changing in ways that will not allow him to be in the Testing Center administering tests. We cannot continue to provide exceptional student service, or develop and implement a new outreach plan without additional staff.	N

#### Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Has the program received college funding for reassign time in the last three years? (y/n)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	No.

#### Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Table in section 5 and how this resource request supports this goal.	Est hours per month	% Time

**One-Time B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Surveillance/camera for all testing rooms.	\$30,000	A surveillance system would support our goal to increase testing integrity in the Center.	N

**Ongoing B Budget Augmentation**

Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

**Facilities and Equipment**

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

- a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

There have been no resource requests/allocations over the past three years.



### Section 11: Service/Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. Review space needs for Testing Center to assist with DSPS accommodated testing.	From the VP: This is an on-going effort. With the increase in the number of accommodated tests, we need to continue to focus on this.
2. Data to generate appropriate placement into classes.	2. Working with college researcher, Academic Senate President, and academic deans on this to ensure appropriate placement into classes.

#### a. After reviewing the data, what would you like to highlight about your service area?

The enhanced student services we provide are worthy of highlight. An office that previously was a “hard-stop” for some students and potentially negatively impacted student enrollment and retention is now an example of how to deliver student services.

It has become clear from preparing this report that new SA-SLO’s need to be developed for Testing. It has also become clear that additional data, including quantitative and qualitative data is needed moving forward.

In order to better support student success, and to be in compliance with state regulations, we need to begin validation of our placement tests. This has not been completed in several years. Further, more outreach is needed around placement tests to ensure students know the importance and impact these initial placement tests have on their college career. Additional staffing is needed in order to do these two things effectively.

We need to continue to explore ways that we can increase space for the Testing Center. The current space does not meet our needs, and certainly does not meet future needs should we have any more growth in the number of students tested in our center. Growth is to be expected, as the college focuses in increasing enrollment and retention.

## Section 12: Feedback and Follow Up

**This section is for the Dean/Director to provide feedback.**

**a. Strengths and successes of the program as evidenced by the data and analysis:**

The strengths of the program are clearly the supervisor and staff. It is without a doubt more customer services driven and more student assistance given from the moment the student walks in to test to the time in which they get their testing results and are referred onto next steps. The Testing Center itself has been reorganized to accommodate students in a more efficient manner in which they create appointments to test and one they get to the Testing Center, sign in and follow through with their testing.

**b. Areas of concern, if any:**

There is the continued issue of needing appropriate cut scores for validation of tests. This is more than the current Supervisor and Researcher can handle at the moment and hence, we are hiring on a Research Analyst for spring 2015 using 3SP funding. Without appropriate cut score validation, we continue to be out of compliance with the State regulations.

Another issue is that there are concerns with alleged cheating taking place within the Testing Center. As the staff does their best to monitor testing taking place, it is not without the potential for human error to occur. The Testing Center staff does not frisk students prior to them taking an exam, nor would they ever go to this extreme route. That said, they do make sure that students do not take any unnecessary equipment or tools into the testing area. We are looking at various ways to deter the possibility of any cheating taking place within the Testing Center, one of which may include having more staffing within Testing to oversee the students.

**c. Recommendations for improvement:**

Improvements would be to start with hiring the Research Analyst right away and perhaps hiring more Testing Center staff. Also, looking at ways to maximize the space the Testing Center is currently using. Perhaps more partitions and cubicles would help with accommodated testing. Working more closely with the DRC will also help to remedy this.

Hiring the Research Analyst to help with validation of the appropriate cut scores is one improvement to be made. Hiring staff to help offset the need to have more proctoring of tests in order to further cut down on any potential cheating while taking exams. Lastly, to work with the DRC to see what is needed for more testing space for their accommodated students.

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

**d. Strengths and successes of the program as evidenced by the data and analysis:**

The Testing Center staff have done an outstanding job reorganizing services, providing additional test preparation resources and providing excellent customer service to students. They have responded to college needs (adding late hours during finals) and have stabilized the accommodated testing process.

**e. Areas of concern, if any:**

I echo the staff's concern about revalidating test scores to come in compliance. Additionally, concerns about cheating have been discussed and I support more education to the campus community about what kind of accommodations disabled students receive that could be perceived as cheating by other students and consideration of a close-circuit monitoring system if concerns continue.

**f. Recommendations for improvement:**

None

**a. Recommended next steps:**

- ☒ Proceed as planned on program review schedule  
☐ Further review/Out of cycle in-depth review

*Upon completion of section 12 by the Vice President or President, the Program Review should be returned to the service area for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*



Denise Swett, EdD  
Vice President, Student Services

# 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 - 1 - Matriculation - Upon completion of testing the student will know the next step in their matriculation process.  <b>SA-SLO Status:</b> Inactive	<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 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.		
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.		
SA - Assessment & Testing - 3 - Placement - The student is correctly placed in the right classes based on proper assessment.  <b>SA-SLO Status:</b> Inactive	<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		

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
<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</p> <p><b>Start Date:</b> 12/16/2013</p> <p><b>SA-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students who require accommodations will be given a survey after they test in the Testing Center</p> <p><b>Assessment Method Type:</b> Survey</p> <p><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.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2013-2014</p>	
<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> Active</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>	