Testing & Assessment Cnt
A. Program Information

Program Mission Statement

1. Please enter your mission statement here.

The Foothill Testing and Assessment Center is committed to helping students achieve their educational goals by insuring proper English and math placements to facilitate their completion of transfer requirements within one year. Equally as important, serving our diverse student population based on their individual needs is part of our commitment to welcoming and embracing such diversity.

Program Level Student Area Outcomes

2. Please list the program-level student area outcomes.

The center will increase the total number of students served by 3% who are approved for testing accommodations and have scheduled an appointment using clockwork by June 2024.

The center will gather student feedback to establish a baseline measure for their perception of services by June 2024.

B. Student Placement & Enrollment

The chart below shows the number of students getting a placement by ethncity.

	2019-20	2020-21	2021-22
Asian	1922	1654	1499
Black	299	279	250
Filipinx	241	262	216
Latinx	1698	1678	1476
Native American	25	29	16
Pacific Islander	74	80	79
Unknown Ethnicity	166	157	177
White	1501	1589	1318
Total	5926	5638	5031

The chart below shows the number of students enrolling in the class that they place into or a higher class by ethnicity.

	2019-20	2020-21	2021-22
Asian	1551 (80.70%)	1097 (70.10%)	1060 (70.70%)
Black	236 (78.90%)	205 (73.50%)	192 (76.80%)
Filipinx	188 (78.00%)	172 (65.60%)	141 (65.30%)
Latinx	1335 (78.60%)	1205 (71.80%)	1108 (75.10)
Native American	17 (68.00%)	20 (69.00%)	12 (75.00%)
Pacific Islander	59 (79.70%)	62 (77.50%)	62 (78.50%)
Unknown Ethnicity	138 (83.10%)	116 (73.90%)	138 (78.00%)
White	1087 (72.40%)	975 (61.40%)	909 (69%)
Total	4611 (77.80%)	3852 (68.30%)	3622 (72.00%)

The chart below shows the number of students getting a placement by gender.

	2019-20	2020-21	2021-22
Female	3072	3086	2601
Male	2796	2487	2333
Non-binary	0	0	0
Unknown Gender	58	65	97
Total	5926	5638	5031

The chart below shows the number of students enrolling in the class that they place into or a higher class by gender.

	2019-20	2020-21	2021-22
Female	2305 (75.00%)	2034 (65.90%)	1814 (69.70%)
Male	2258 (80.80%)	1778 (71.50%)	1739 (74.50%)
Non-binary	0 (0.00%)	0 (0.00%)	0 (0.00%)
Unknown Gender	48 (82.80%)	40 (61.50%)	69 (71.10%)
Total	4611 (77.80%)	3852 (68.30%)	3622 (72.00%)

3. Why is this outcome important to your program? What do you want the college to understand about your program and the data?

The outcomes function as focus areas directing us to pursue the necessary steps to ensure compliance with Assembly Bills 705, 1705, 1805 and other state mandates, which require students to complete transfer-level English and math within one year. Most importantly, attention is given to examine disproportionality in our services.

A note to the college. It is important to recognize how state mandates combined with the pandemic resulted in us modifying our services. Because of state mandates, our placement system has a default setting for English and math. However, students can register for any open access English or math class without a prerequisite, delaying enrollment in transfer-level English and math. For example, students may be placed in English 1A, but choose to take English 17 (open access) as their first course. This skews the data. Such practice produces the opposite effect of AB 705/1705 thereby underestimating the impact student choice has on our placement data. Additionally, disruptions brought on by the pandemic prevented faculty and students from accessing testing proctoring and accommodation services during AY 20/21 and part of AY 21/22, skewing our placement and enrollment numbers.

4. How will this outcome be measured?

- Focus on collecting the appropriate demographic metrics using Argos Reports from Banner and reports from Clockwork.
- With the support of the Institutional Research Office, create a feedback loop to assess students' perception of services.

5. Describe the proposed actions or next steps to maintain or improve the data by ethnicity or gender.

We would like to focus on increasing the number of Asian and Latinx students accessing our services. We want to explore and address the issues surrounding the sizable gap in the number of students from both ethnic groups approved for testing accommodations compared to the overall number of students using the center. One reality with both groups we grappled with is that the college's enrollment numbers for international students were decimated during the pandemic. This has directly impacted our placement and enrollment numbers for both student groups.

C. Clockwork Appointments

The chart below shows the number of students who were approved for testing accommodations by ethnicity.

	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	154	165	209	225	214
Black	55	61	64	71	69
Filipinx	34	20	21	30	34
Latinx	315	331	343	326	312
Native American	11	13	9	7	8
Pacific Islander	11	12	17	18	19
Unknown Ethnicity	13	12	21	22	25
White	451	448	433	451	419
Total	1044	1062	1117	1150	1100

The chart below shows the number of students who were approved for testing accommodations and scheduled an appointment using clockwork by ethnicity.

	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	72 (46.8%)	70 (42.4%)	75 (35.9%)	0	39 (18.2%)
Black	21 (38.2%)	21 (34.4%)	11 (17.2%)	0	8 (11.6%)
Filipinx	7 (20.6%)	5 (25.0%)	8 (38.1%)	0	9 (26.5%)
Latinx	128 (40.6%)	128 (38.7%)	100 (29.2%)	0	36 (11.5%)
Native American	8 (72.7%)	8 (61.5%)	1 (11/1%)	0	0 (0.0%)
Pacific Islander	5 (45.5%)	5 (41.7%)	2 (11.8%)	0	1 (5.3%)
Unknown Ethnicity	7 (53.8%)	2 (16.7%)	3 (14.3%)	0	5 (20.0%)
White	199 (44.1%)	181 (44.1%)	142 (32.8%)	0	45 (10.7%)
Total	447 (42.8%)	420 (39.5%)	342 (30.64)	0	143 (13.0%)

The chart below shows the number of students who were approved for testing accommodations by gender.,

	2017-18	2018-19	2019-20	2020-21	2021-22
Female	553	553	591	647	594
Male	482	499	509	486	474
Non-binary	0	0	0	0	0
Unknown Gender	9	10	17	17	32
Total	1044	1062	1117	1150	1100

The chart below shows the number of students who were approved for testing accommodations and scheduled an appointment using clockwork by gender.

	2017-18	2018-19	2019-2020	2020-21	2021-22

Female	255 (46.1%)	236 (42.7%)	196 (33.2%)	0	76 (12.8%)
Male	185 (38.4%)	183 (36.7%)	143 (28.1%)	0	61 (12.9%)
Non-binary	0 (0.0%%)	0 (0.0%)	0 (0.0%)	0	0 (0.0%)
Unknown Gender	7 (77.8%)	1 (10.0%)	3 (17.6%)	0	6 (18.8%)
Total	447 (42.8%)	420 (39.5%)	342 (30.6%)	0	143 (13.0%)

6. What do you observe in the data? What do you want the college to understand about your program and the data?

There are three primary student groups that use our services: Asian, Latinx and White. These three dominate student groups mirror the larger general student population. Surprisingly though their testing accommodation approval numbers remained unchanged from AY 17/18 to AY 21/22.

However, the total number of students approved for accommodations and made an appointment in Clockwork has steadily declined since AY 17/18. Most noticeably, the largest decline occurred in AY 20/21 with 0% of 1150 but then jumped to 13% of 1100 in AY 21/22. The rebound is likely attributable to the return to campus efforts after the pandemic.

Of special note, a sizable number of students each year are approved for accommodative services but more than half of them never schedule appointments in clockwork, an opportunity the center staff wants to learn more about and focus on.

7. Describe the proposed actions or next steps to maintain or improve the data.

- To improve data, we will partner with ETS to give international students a default placement of ESL instead of English 1A. This will raise the overall percentage of students who are enrolled in a class at their placement level or higher.
- To improve the data, we will participate in more in-reach and outreach activities, maintain relationship with the Disability Resource Center staff, increase campus visibility, and maximize use of Foothill Connect.

8. What does your program need to execute this action plan?

Marketing: Create a marketing/visibility plan to get the word out about services. A year-round plan that allows for multiple channels to advertise and theme-based advertisements. The unit needs the ability to relay messages quickly and easily based on service demands.

Technology: Find a more efficient way to integrate adaptive technology and CCTV for test monitoring,

Collaboration: Ease of data sharing between the Center and DRC and between the Center and Office of Retention Services.

D. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

Laurie Scolari clarified that this section is the same as section A2 above. We are including our same SAOs from above but will fill out D2 and D3 below per the said SAOs.

SAO/Objective 1: The center will increase the total number of students served by 3% who are approved for testing accommodations and have scheduled an appointment using clockwork by June 2024.

SAO/Objective 2: The center will gather student feedback to establish a baseline measure for their perception of services by June 2024.

2. What is your implementation plan for the above-mentioned objectives?

SAO/Objective 1: Participate in 2-3 new student orientation events through the Disability Resource Center, update webpage regularly, create a marketing/visibility plan and frequently attend college-wide events and activities.

SAO/Objective 2: Create and distribute student satisfaction survey and develop a service improvement plan with marketing and institutional research support based on results.

3. What barriers has the program faced in implementing improvements?

SAO/Objective 1: After more than two and a half years of staffing turnover, we finally have all permanent positions filled. By not having staffing vacancies staff can focus on all efforts outlined above.

SAO/Objective 2: The students' perception of testing services might be hampered because of our facilities, specifically: inadequate test monitoring capabilities, unfit desks and chairs, design-challenged in-take space.

E. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

Looking back on our progress made over the years reveals a number of crucible moments for the relevancy of the Center, moments when the purpose and priorities of the Center were tested by staffing changes and shortages, state mandates, a global pandemic, declining enrollment, and dealing with other internal and external demands. During these times and reflecting on its corresponding data, it began evident to us that conversations alone would not suffice, but we needed to dig deeper into repositioning its very purpose within the matriculation process by considering, how are we trying to serve students differently, and what is missing in helping us get there. Considering these inflection points puts us right in the center of the program review process. The timing of such practice will support us in what we are trying to do and become. We desire to continuously adapt the nature of our services instead of failing students or seen by them as irrelevant to their success. We take seriously the program review process as a moment to reexamine our very purpose and priorities, a valuable opportunity to reframe our work and reestablish the Center as a vital part of the matriculation process.

F. Rubric

Click on the link below to view the Testing & Assessment Center Rubric.

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