

Basic Program Information

Department Name: College Testing Center

Division Name: Counseling, Student Services

Program Mission(s):

The mission of Testing Services is to help students test and place into the appropriate level classes in order to be successful in their educational goals. Testing Services also provides accommodated testing for disabled students.

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

Name	Department	Position
Thom Shepard	Testing Services	Supervisor
Kai Chang	Testing Services	Assessment Specialist
Marisel Estrada Bonilla	Testing Services	Assessment Specialist

Total number of Full Time Faculty:	0
Total number of Part Time Faculty:	0

Please list all existing Classified positions:
Assessment Specialist - 2

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?):

No data to track 3-year trend, however according to RegisterBlast, the Testing Center's scheduling software:

	All of 2013	Winter	Spring	Summer	Fall
Number of Tests Administered	13,360	1997	3791	5255	2317
Placement Tests	8,906	1002	2629	4027	1248
International Placement Tests	799	0	4	608	187
CHEM 1A Tests	504	65	92	231	116
Accommodated Tests	2,069	708	593	100	668
iTEP Tests	243	68	60	51	64
Foothill Online Tests	100	24	29	18	29

- 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 ethnic breakdown of students served by the Testing Center is consistent with the general college ethnic distribution.

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

Students are served off campus at Middlefield campus for assessment testing and accommodated testing. Assessment testing is also completed at local high schools and CCOC.

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

1. Middlefield
2. CCOC
3. Other: local high schools

Data on the number of students served at off-campus locations has not been tracked. We will track this moving forward

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

The staffing structure does not meet the needs of the department in serving all students in a timely manner in that the students need to all have tested if they do not have required classes for math and English placement and pre-reqs for the upcoming year according to new state regulations (SSSP). In addition, we hope to offer more and different assessments moving forward. In order to do so, we would need to increase staffing. An Admin Assistant I would help out greatly.

Section 2: 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.

Assessment serves students testing in math and English, including its lowest level basic skills. The Center also serves accommodated students with basic skill level classes.

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.

Assessment Center uses Accuplacer testing to help ensure students get tested into the correct level math and English in order to start a transfer track.

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.

Assessment Center assesses students for the Strong Interest Inventory and the MBTI, both career skills based tests that help measure for students what career would best suit them for the workforce.

Section 3: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 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.

Section 4: 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 program-level student learning outcomes and to the college mission?

There is nothing to assess against from last year, as a program review has not been completed for Testing Services since 2010-2011 due to a complete turnover in Testing Center staff.

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

N/A

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

We have engaged in dialogue in Counseling Division meetings and Assessment meetings. Further, the area was reorganized this past year, which required extensive planning and discussions on the part of the responsible Dean and VP.

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

There is nothing to assess against from last year, as a program review has not been completed for Testing Services since 2010-2011 due to a complete turnover in Testing Center staff.

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

There is nothing to assess against from last year, as a program review has not been completed for Testing Services since 2010-2011 due to a complete turnover in Testing Center staff.

Section 5: 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
N/A			

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

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Increase student satisfaction with their experience with Testing Services.	Short and long term	Students will report being satisfied with their interactions with the staff in Testing Services.	Student satisfaction survey.
2. Accommodated students will know how to make a testing appointment.	Short term	Self-advocacy for students and complete tests in timely manner; reduce stress.	Survey accommodated testing students.
3. New students (less than 30 units) will enroll in CNSL 5.	Short term	Students will adhere to the new 3SP guidelines for student success.	Compare new students tested with enrollment in CNSL 5 classes.
4. Provide extended hours during finals to accommodate disabled students with extended time in conjunction with the College finals schedule	Long term/Ongoing	To support disabled students with accommodations, faculty who need alignment in tests students within the finals schedule and avoidance of OCR complaints.	Tracking usages of added hours for accommodated testing and faculty input.

Section 6: 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)
1. Admin Assistant 1	\$70K	Offer excellent customer service and organization to assisting students taking assessments.	No

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
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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
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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)
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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)
English and Math placement tests	\$50K	Provide Math and English placement tests.	Not through college funds.
Overtime to compensate staff for working extended hours every quarter during finals to provide testing accommodations for disabled students	\$48K	Provide extended hours during finals to accommodate disabled students with extended time in conjunction with the College finals schedule	No

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)
RegisterBlast (contract)	\$480/yr	Schedules and tracks student appointments	Yes
Kurzwell Software for accommodated testing	\$3K	To assist accommodated students with testing	Yes but through DRC

- 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.

Nothing to compare to at this time.

IF THIS SERVICE AREA DOES NOT HAVE AN INSTRUCTIONAL COMPONENT/OFFER DEGREES, PLEASE STOP HERE AND CONTINUE TO SECTION 11.

Section 7: Data and Trend Analysis

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
N/A			

*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	2010-2011	2011-2012	2012-2013	% Change
N/A				

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

	2010-2011	2011-2012	2012-2013	% 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 8: Student Equity and 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. (For a complete description of the institutional standard, please see the instructional cover sheet)

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 9: Learning Outcomes Assessment Summary

a. **Attach 2012-2013 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 2012-2013 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 10: SLO Assessment and Reflection

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 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
Improve customer service	Students have given positive verbal feedback about their experiences within Assessment, indicating that the Center is on the right track in serving students.

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

RegisterBlast documents the number of students served. It is clear with new positions in the Assessment Center and positive way in which business is done there that they are doing what they need to in order to get students tested and guided to the next appropriate level of interaction, be it orientation or counseling (essential components to the Student Success and Support Program).

Section 12: Feedback and Follow Up

This section is for the Dean of Counseling to provide feedback.

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

Getting the appropriate positions and people in the Assessment Center has been crucial in helping students to feel more welcomed and comfortable while testing. With the 3SP coming from the State, it is clear that many more students will need to be tested in a timely manner and served by individuals who can not only assist them in their testing needs, but also guide them to the next steps they need to take in order to formulate a successful educational plan and experience.

b. Areas of concern, if any:

Staffing was a concern, but it has been addressed in the recent hires of 2 Assessment Specialists and one Assessment Supervisor (TBD). As we plan for growth though, additional staffing will be needed.

There is not enough space in the current Testing Center and the layout is not adequate to appropriately serve students. We need to explore ways to increase space (addition of private rooms, appropriate check-in area, etc.) to tackle this problem.

Making sure the computers in the Center are all hooked up and ready to go is something that we need to follow through on with ETS.

c. Recommendations for improvement:

Explore adding additional assessments that help support our students (workforce testing, etc.). Also, partner with the DRC to streamline the accommodated testing system. Explore options to increase space in the Testing Center.

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 has experienced major changes in the last two years. First we combined accommodated testing and general assessment. Then we had 100% turn-over in staff. The Center is now running much more smoothly and with positive results, as I have noted a 95% decrease in student and faculty complaints. Testing for disabled students has improved significantly.

e. Areas of concern, if any:

With improved services we are going to see additional students using the Center especially for accommodated testing. We will need to review the current usage of space to determine how better to serve more students. Also, the Center is now doing reciprocal testing for students taking online classes at other community colleges and that is adding additional (non-Foothill) students using the Center. There will be a need for a larger space, additional testing stations and equipment and additional staffing.

f. Recommendations for improvement: None

Recommended next steps:

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

Denise Swett, EdD
Vice President Student Services
1/3/14