



REQUESTOR(S): Testing & Assessment Center	
DATE SUBMITTED: 1/25/16	FUNDING YEAR: 2015-16
DIVISION: Counseling	DIVISION DEAN: Lan Truong

REQUESTED AMOUNT FROM STUDENT EQUITY: \$36,000

ARE YOU REQUESTING FUNDING FROM OTHER SOURCES? YES NO **IF YES, PLEASE SPECIFY:**

# OF STUDENTS SERVED: 8,000 (estimate based on 2014-15 # of placement tests taken by students between W.-Su. Qtr. '14)	# OF FACULTY AND/OR STAFF SERVED: n/a
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Please provide a summary of the request and details on how this activity will directly serve the College’s Student Equity goals. Be sure to include a description of which disproportionately impacted student groups this activity addresses, which specific student success indicators it supports, how this request addresses those groups and indicator(s).

The California Community College Chancellor’s Office (CCCCO) requires the implementation of multiple measures for assessment. Foothill has been out of compliance for several years as placement assessment is measured by a single tool, the Accuplacer test. Both Foothill’s 3SP Plan and Student Equity Plan state that multiple measure pilots will be started this year. By including multiple assessment measures, such as the evaluation of a student’s high school transcript, alongside the Accuplacer test, the college will evaluate a student’s academic aptitude in a subject area based on their academic career performance (four years of high school); instead of determining a student’s placement into Foothill’s academic pathway with a single test result.

The practice of assessment with multiple measures has the potential to increase the number of students, including those targeted student populations, eligible for transfer level courses. Research completed by the RP Group on the Multiple Measures Assessment Project (MMAP), has shown that assessment by multiple measures will lower remediation rates and increase the initial placement level for students 1; ultimately, assessment by multiple measures will impact the number of students eligible to enroll in transfer level courses.

The Testing & Assessment Center (TAC) plans to implement a multiple measures English pilot in Winter Quarter 2016. Planning for math and ESL pilots will commence in 2016 as well. The English pilot population will include those students who:
-Take the English placement test during the Winter Quarter; and
-Place into one level below ENGL 1A (ENGL 209 or ENGL 110) for Spring Quarter enrollment; and
-Submit an official copy of their high school transcript for evaluation prior to March 18 (last day to register for Spring Quarter 2016).

The multiple measures English pilot will result in an increased workload for the TAC, in that, the department will be responsible for the communication of multiple measures placement process; the intake and evaluation of high school transcripts; and high school transcript data input into Banner.

The TAC is requesting funding for a TEA, Office Coordinator II. The job description and position details are listed below:
-Purpose: To support the Testing & Assessment Center with multiple measures pilot projects and build HS transcript data in Banner
-Assignment Duration: ASAP – 180 days
-Pay Rate: \$25.00 per hour / \$200.00 per day / \$36,000.00 per 180 day assignment
-Schedule: Full-time (up to 40 hours per week); Potential schedule: Monday through Thursday 8am-5pm & Friday 8am-3pm
-Responsibilities include:
1) Notifying student of possible ENGL 1A placement pending HS transcript receipt;
2) Answering Q&A regarding possible ENGL 1A placement;
3) Intake (via email and in person), evaluation, Banner input, and verification of self-reported HS transcript data;
4) Confirmation/denial student notification of ENGL 1A placement;
5) Banner SOATEST entry of multiple measures placement, if student is allowed to enroll in ENGL 1A;
6) Input any incoming HS transcript data received by A&R* for both English and math (in preparation for future multiple measures) into Banner SOAHSCH;
7) Additional duties as assigned.

*A&R already receives high school transcripts from students, which are required for prerequisite clearance, IGETC Certification, etc. Currently, it is A&R's process to scan and attach these transcripts to the student's profile documents in Banner as back up; however, the transcript data is not evaluated.

1. "Multiple Measures Assessment Project." theRPgroup. RP Group, n.d. Web. 27 Oct. 2015.

Please indicate the criteria used to select the students and/or faculty/staff participating in this activity.

The pilot population will include Foothill College students taking the English placement test during Winter Quarter and place into one level below ENGL 1A (209 or 110) for Spring Quarter enrollment. The population served by this pilot project will directly reflect 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.

What outcomes are you predicting for this activity (or for those who participate) and what metric(s) will be used to evaluate if the activity is supporting increased outcomes for those students on the indicators (as described above)?

Assessment by multiple measures to determine student's mastery of an academic subject and placement into an academic pathway is required by the California Community College Chancellor's Office (CCCCO). By implementing multiple measures assessment pilots, TAC will begin to lay the foundation (faculty purview, ETS/Banner implementation, and education of Student Services and Instruction) for full-scale multiple measures for assessment and become compliant with CCCCCO assessment regulations.

The measure of success for the English pilot will be determined by the following indicators:

Number of students assessed;

Number of students placed into English 1A with multiple measures;

Number of students placed into English 1A with the Accuplacer test;

Number of students that enrolled in English 1A when placed with multiple measures;

Number of students that enrolled in English 1A when placed with the Accuplacer test;

English 1A course completion of students placed with multiple measures;

English 1A course completion of students placed with the Accuplacer test.

Please cite any research or evidence relevant to your proposal.

A study by Scott-Claton, Crosta, and Belfield on the accuracy of placement test programs utilized by colleges, such as Compass and Accuplacer, found that 30% of students in English courses and 25% of students found in math courses were "severely misplaced." Furthermore, a 2014 research study from the Community College Research Center (CCRC) at Columbia University found that students enrolled in developmental courses are more likely to drop out than complete the course sequence; in addition, less than a third of those students will obtain a degree within eight years of taking a developmental course. By more accurately placing students via multiple measures, Foothill will lowered remediation rates and increased the initial placement level for students; ultimately, assessment by multiple measures will impact the number of students eligible to enroll in transfer level courses 2.

2. "Multiple Measures Assessment Project." theRPgroup. RP Group, n.d. Web. 27 Oct. 2015.

References:

Scott-Clayton, J., Crosta, P. M., & Belfield, C. R. (2012). Improving the targeting of treatment: Evidence from college remediation (NBER Working Paper No. 18457). Cambridge, MA: National Bureau of Economic Research.

Community College Research Center (2014). What We Know About Developmental Education Outcomes. New York, NY: Columbia University.

"Multiple Measures Assessment Project." theRPgroup. RP Group, n.d. Web. 27 Oct. 2015.

Please describe plans for sustaining the activity (if possible) without Student Equity funding.

Pending the success of the multiple measure English pilot, the Testing & Assessment Center (TAC) will then be able to move forward to plan the math and ESL pilots for the purposes of preparing the campus for full-scale multiple measures implementation. The TAC will need to continue to provide the multiple measures functions as listed above. If the workload continues to increase, the TAC could request a full-time classified staff position to be funded with Student Support and Success Plan (3SP) funding.

Please provide a timeline for implementation and a schedule of planned activities.

January-March 2016:

- Hire TEA
- Train Testing & Assessment Center staff on pilot processes
- Recruit students for pilot BEFORE Spring Quarter registration (mid-Feb.)
- Place pilot population via multiple measures
- Follow up with pilot students during Spring registration

May-June 2016:

- Evaluate pilot students' progress/success
- Continue to enter high school transcript data in Banner (for future multiple measure pilots)
- Report out on English pilot findings

Per the **State Chancellor's Office**, Foothill College's **Student Equity Plan** is comprised of **five focus areas** (*Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer*). The College then identifies disproportionately impacted students groups and associated activities for each focus area.

Each request must support increased outcomes for the associated students groups via **one (or more)** of the activities detailed in the **Student Equity Plan**. Using the check boxes below, indicate the **student group(s)** and the **associated Equity Plan activities** the request supports. *NOTE: You cannot mix and match groups and activities across factors.*

ACCESS

Target Populations + Current Gap

- Asian Indian (-4%) Veterans (-4%) Vietnamese (-3%)

Associated Activities

- A.1 – Marketing and Outreach to Recruit Students from Underrepresented Student Groups

COURSE COMPLETION

Target Populations + Current Gap

- African American (-15%) Low Income (-10%) Latino (-7%)

Associated Activities

- B.1 – Develop and Implement a Mentoring Program
 B.2 – Professional Development to Assist Faculty and Staff with Identifying and Implementing Strategies to Increase Success of Disproportionately Impacted Students
 B.3 – Support 3SP Early Alert Activities
 B.4 – Plan for the Expansion of First Year Experience
 B.5 – Provide Equity Research
 B.6 – Develop Online Access to Data about Subpopulations of Students
 B.7 – Reduce Financial Barriers to Course Success for Low Income Students

ESL & BASIC SKILLS COMPLETION

ESL: Target Populations + Current Gap

- Native Hawaiian or other Pacific Islander (-23%) Females (-3%) Latino (-7%)

ENGLISH: Target Populations + Current Gap

- African American (-19%) Low Income (-7%) Filipino and Pacific Islander (-13%)

MATH: Target Populations + Current Gap

- African American (-23%) Low Income (-6%) Latino (-6%)

Associated Activities

- C.1 - Pilot Multiple Measures of Assessment

DEGREE AND CERTIFICATE COMPLETION

Target Populations + Current Gap

- African American (-26%) Latino (-17%) Low Income (-12%)

Associated Activities

- D.1 – Use Student Educational Plan Data to Project Student Needs

TRANSFER*Target Populations + Current Gap*

African American (-15%) Latino (-16%) Low Income (-10%)

Associated Activities

E.1 – Facilitate the Assessment of ADT Learning Outcomes for Disproportionate Impact

INSTRUCTIONS FOR SUBMISSION

Please submit your completed request via email to the Student Equity Workgroup Tri-Chairs:

Paul Starer (starerpaul@fhda.edu)

Hilda Fernandez (fernandezhilda@fhda.edu)

Roberto Sias (siasroberto@fhda.edu)

FOR ADDITIONAL INFORMATION, PLEASE REFERENCE THE FOLLOWING LINKS**Foothill College Student Equity:**

<http://www.foothill.edu/president/equity.php>

Student Equity Expenditure Guidelines:

http://extranet.cccco.edu/Portals/1/SSSP/StudentEquity/Student_Equity_Expenditure_Guidelines_2015-16_Final.pdf