

Santa Rosa Junior College

Program Resource Planning Process

Assessment 2018

1.1a Mission

The Assessment and GED Services Department provides placement test administration services for SRJC students that lead to accurate course placement for students, which in turn promote student learning, success, and retention. In order to ensure unbiased course placement, only CCCCO approved testing instruments are administered.

Other testing services that promote student learning throughout our diverse community (for example, General Educational Development (GED), Scholastic Aptitude Test (SAT) and Distance Education exam proctoring) are also provided to members of the regional community.

In all testing and assessment activities, the Assessment Services staff is committed to maintaining nationally recognized professional standards and providing quality customer service.

1.1b Mission Alignment

The mission of the Assessment Services Department is aligned with the District's vision, mission, values, and strategic goals and objectives of student development, learning, success, and serving diverse communities. In particular, the Assessment provides services that meet the following goals and objectives of the new District Strategic Plan:

A1: Expand and sustain access by eliminating barriers, and delivering services effectively through current technologies;

A4: Enhance cultural competency to better serve all student populations including the increasing Latino/a;

B3: Integrate academic and student support services across the college;

C1: Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services;

D1-D4: Provide, enhance, integrate and continuously facilities and technologies in order to enhance learning and working environment;

E3-E4: Promote social and economic equity in the communities we serve; leverage resources, partner with our communities;

F1-F2: Foster an environment focused collegiality and mutual respect in regards to cultural and individual perspectives; implement an exemplary professional development program for all employees

G1: Increase the amount of discretionary, unrestricted local revenue; and

H1-2: Pursue continuous quality improvement strategies to achieve greater effectiveness and efficiency; enhance internal and external communication systems.

The Department staff works collaboratively to set goals and to achieve them through collective efforts. These include:

- Providing assessment services to both credit and noncredit students to ensure accurate placement across the district;
- Implement Common Assessment in 2016/17 once it is approved by the Chancellor's Office in conjunction with better utilization of Multiple Measures through collaboration and coordination with discipline faculty, IT, and OIR;
- Increasing assessment capacity by increasing staffing to meet increased service needs;
- Expanding and adjusting assessment schedules to provide more late afternoon, evening and Super Saturday services, as well as off-campus sites to accommodate varied student and community needs;
- Investigate, develop, and implement technology solutions that will support online student success in light of the increasing enrollment in this population;
- Maintain a robust GED testing schedule (both in English and in Spanish) to help lay the foundation for social and economic equity;
- Investigate and implement another form of high school equivalency test, HiSET, in support of SRJC's grant-funded HEP program;
- Providing GED and proctoring services to increase unrestricted district revenue;
- Striving to accurately place students into SRJC courses to get them started in a success pathway through reasonable assessment policies and procedures and through various means of assessment such as placement testing, AP and EAP programs;
- Providing and expanding assessment preparation services including JAM workshops through collaboration with discipline faculty;
- Improving assessment processes to provide more computerized assessment that enhance efficiency and user-friendliness to students, faculty, and staff; as well as contribute to district sustainability goals;
- Improving and expanding testing facilities to add more testing capacity and for better assessment service delivery;
- Exploring and implementing technology solutions to streamline assessment appointment system that allow students to make appointment online, in person, or via phone, and to make assessment results available to students in a shorter time frame;
- Improving communication with students and college community by ensuring the accuracy of assessment information on website and in print;
- Providing bi-lingual (English/Spanish) staff at all campus sites to better serve increasing Hispanic population;
- Providing comprehensive professional development opportunities to faculty and staff related to SSSP and assessment initiatives;
- Foster an environment of team work to enhance collaboration, cultural competency, collegiality and problem-solving capability.

The Department continues to assess its services program to ensure that its mission is attuned to the district strategic goal of supporting student success.

1.1c Description

Assessment Services administers the placement tests to SRJC students with State Chancellor Office-approved instruments designed to (1) determine student competence in computational and language skills (English, ESL, and Mathematics); (2) identify aptitudes, interests, educational objectives; and (3) evaluate study and learning skills.

Assessment Services also provides Chemistry Diagnostic Test (not as a placement test), Distance Education Proctoring for community members enrolled in distance education courses at other colleges or universities, administers the General Educational Development (GED) Exam, and the Graduation Mathematics Competency Exam (GMCT/ACE). The Department also evaluates Early Assessment Program (EAP) results and assessment results from other California community colleges. Our staff works with Disability Resources Department, and with California Department of Education and GED authorizing agencies in the case of GED testing, to provide accommodation to students with verified disabilities.

These comprehensive services are the result of ongoing collaborations with SRJC counselors and discipline faculty, various Academic and Student Services Departments, and local high school districts. These services illustrate the Department's commitment to serving the needs of our students and the community.

1.1d Hours of Office Operation and Service by Location

The Assessment & GED Testing Services Center in Santa Rosa is open to the public Monday through Friday from 8:00 AM to 5:00 PM. After-hour testing opportunities are provided in evenings several times a month for various placement tests. Saturday services are provided once a month during non-summer seasons in coordination with other Student Services Departments. The office is closed to the public on Fridays during the summer. Scheduled, Drop-In, and individual testing services are offered. GED testing services are provided every Friday except some summer weeks.

The Assessment & GED Testing Services Center in Petaluma is open to the public in a similar manner. Office hours varies depending on the testing needs. Scheduled, Drop-In and individual testing appointments are offered. GED testing services are provided every other Friday except summer weeks.

In addition to the above testing centers, non-credit matriculation service is also provided through the Student Services Office at Southwest Santa Rosa Center. The office is open from 8am to 7pm, Monday through Friday, thanks to the increase of regular staff at that site. The SWC team also provides services to various off-campus sites where SRJC classes are offered, usually during evenings.

1.2 Program/Unit Context and Environmental Scan

Student Success Act of 2012 / Implementation of Student Success and Support Program

Implementation of Common Assessment Initiative (new for 2016)

Assessment requirements linked to registration priority for all non-exempt new students.

Computerized Placement Testing (E-COMPASS, CTEP)

Chemistry Diagnostic Testing Status and Process Changes

GED Testing Transition to Computer-based Testing (CBT)

Implementation of HiSET (new for 2016)

Assessment facility needs in Santa Rosa and Petaluma

Assessment & GED Testing Services continues to adapt and evolve in response to changing environment both internal and external.

The Student Success Act of 2012 (SB 1456) became effective in January 2013. The Act has created a Student Success and Support Program (SSSP) that replaces the former Matriculation Program. The new program focuses on three core matriculation service components: assessment, orientation, and counseling/advising for student education plans. The SSSP also supports certain follow-up services with a focus on at-risk students. This emphasis on the core services has placed the assessment services at the center stage of the new student success and support initiatives. It links the core services to student enrollment priority and to the new Student Success and Support Program funding.

Through staff meetings and other communication channels, the staff has been trained about the new Act and the important role of this Department among the collaborative efforts leading to student success and retention across the District. The Department has also been working more closely with the High School Outreach Coordinator in working with high schools to disseminate the message regarding the assessment requirement for all new community college students.

(New for 2016) Through the coordination at the State level, Common Assessment Initiative is gaining speed during 2015/16. It's anticipated to be available for local colleges to implement in fall 2016 for placement in spring 2017. Meanwhile, COMPASS has decided to be terminated in November 2016. This requires SRJC to be prepared in parallel tracks both the CAI implementation and a backup plan that will allow Math and ESL assessment to continue should CAI is not ready when COMPASS exits in fall 2016. CAI implementation will also require more noncredit students to be assessed, and a computerized testing facility is being developed at Southwest Center. This has created a heavy work load for impacted departments, including

Assessment. Staff will continue to participate in and be trained for any of these assessment transitions.

In addition to the overarching change resulted from SB 1456, the placement tests themselves are also undergoing various changes.

The server-based COMPASS testing for Mathematics and credit ESL are no longer supported by the vendor. The Department worked with the Information Technology (IT) Department to convert COMPASS to cloud-based E-COMPASS. These conversions were completed in fall 2013.

Similar change will take place soon for the CTEP testing, the assessment instrument for English. The current paper-pencil version will be replaced by a computer-based version, developed locally. The server has been purchased in 2011/12 academic year, but the conversion process did not commence until spring 2013 due to IT resource constraints. The programming has made significant progress since then. It is now in the stage of collaboration with IT and DRD to ensure full compliance on test accessibility.

For Chemistry Diagnostic Test, the District faced two choices after the validity of the instrument was expired in 2012, either re-validate through research and re-submission for approval or create other means for Chemistry Placement. After we recognized that the test instrument could not join Critical Mass study with other college in late 2012, the Chemistry Department decided not to re-validate the instrument. The Assessment Department worked closely with faculty, A&R, and IT to create a new Chemistry Diagnostic Review process, taking into consideration of student interest, the need of Chemistry Department, the processes at A&R, and the programming implications. The new process was agreed upon by all parties after many rounds of discussions and revisions. The new process will use the test as part of the self-diagnostic tool and Chemistry Department review basis. A form, Chemistry Diagnostic Review, was created. Students who takes the test will need to fill in this form and submit their request to the Chemistry Department in order to take CHEM 1A and CHEM 4A without CHEM 42. It took place on Feb. 1, 2014. Both Departments are monitoring the new process to ensure its efficiency and effectiveness.

GED Testing has undergone a major transformation. The 2002 paper-pencil version ended at the end of 2013. The new 2014 GED version is computer-based (CBT), offered through a third-party vendor, PearsonVue. GED candidates will have to pass the entire 2002 series by the end of the year; or their partial scores will not be counted towards the new 2014 CBT. Approved by the Vice President of Student Services, the Department has put in a lot of efforts to prepare for and complete the GED Testing transition through January 2014:

Training

- The GED Chief Examiner attended the GED conference in November 2012.
- The Chief Examiner prepared the training material and presented the training to the Department staff and student workers, College Skills and ESL faculty who are involved in GED preparation, and High School Equivalency Program (HEP) staff.
- All testing staff (regular and STNC) involved in GED testing has studied and passed new GED certification test in fall 2013. Staff continues to receive information regarding updates on GED testing policies and practices.

Communication

- The Department ordered communication material and distributed them through various departments across the District.
- GED application packets (both English and Spanish) have been updated to include the GED Testing transition information.
- The Department disseminated information from Pearson Vue and GED testing services to other impacted departments, including College Skills and HEP. Staff attended workshops organized by College Skills.

PearsonVue Application and Implementation

The new GED CBT is administered through a third party, PearsonVue. All test sites must obtain approval by PearsonVue prior to offering the new CBT. The application process is lengthy due to the complex facility and technology requirements.

- The application was submitted in November 2012. The application requested the approval for Santa Rosa to be the main testing center and Petaluma as the addendum site.
- The Chief Examiner has been working with facility and IT and Facilities Operation to identify modifications and changes to satisfy PearsonVue requirements on both computers and facilities, including re-imaging all computers, setting up Administrative Station and loading managing software, submitting required testing facility photos, securing storage areas for candidates' belongings, and candidate photo area, etc.
- Due to the facility constraints at Petaluma, there are significant facility modifications needed. The Chief Examiner worked with administrators, IT, and facility personnel and identified solutions. These include using PC 127, an Adjunct Office across the hallway to the testing room, PC 128, as a checking/administration station location; applying web cams to provide testing room monitoring from PC 127; and setting up required hardware and software in PC 127. Cabinets, chairs, and photo background were in place prior to the submission of all required documents to PearsonVue.
- We received PearsonVue approval of the testing centers in September 2013. The implementation in the ensuing months included software installations and testing, requiring extensive coordination among this department, SRJC IT, and Pearsonvue technical support.

Completion of 2002 Series

- Due to the expiration of 2002 series, the demand for GED testing increased significantly in 2013. To meet the demand, the Department added many testing sessions despite of the staffing shortage during the first half of 2013, using "borrowed" staff and STNCs. Staff worked extremely hard to handle all logistics associated with application, seating arrangement, bubble errors, and special accommodations, etc.

- The peak testing demand occurred during the second half of 2013. The testing volume (577) more than doubled comparing to the same period in 2012 (270 testing).
- The Department worked particularly hard to accommodate Spanish GED candidates, particularly for HEP students, by adding and aligning testing schedule with HEP curriculum progress timeline.
- The volume of GED testing was 680 for fiscal year of 2012/13, and 987 for calendar year of 2013, almost doubling the volume in 2012.

Commencement of 2014 Computerized Testing

The Santa Rosa Testing Center opened to public at the end of January 2014, and is scheduled for testing every Friday. The Petaluma Testing Center started in February 2014, and is scheduled for testing every other Friday. Both Centers will be closed due to heavy volume of placement testing, which is the highest priority for this Department.

GED candidates now register for testing online. Staff provides assistance to candidates in need of assistance, answering wide range of questions. In contrast to the session format in which all candidates started and ended at the same time for given subject, GED candidates now can choose anytime during the operation hours for their testing by single or multiple subjects, or by the entire battery. This change requires staff to be adaptive to and alert of candidates' schedules throughout the testing day.

PearsonVue has complex and strict rules for test administration, as well as reporting. Since the first GED testing commenced in Santa Rosa at the end of January, staff has been continuously learning new and changing GED test administering policies and processes, and enforcing the new testing standards while maintaining the best customer service we can provide. As of April 30, 2014, the Santa Rosa Testing Center received 164 applications and the Petaluma Center received 40 applications.

(New for 2016/17) HiSET is another form of high school equivalency test. This is a form of test that HEP (High School Equivalency Program) has chosen to adopt in 2015. HEP has not been able to meet the goals and requirements required by its supporting federal grant. With the rationale that the paper-pencil format would help students in its cohort to pass the equivalency exams, HEP has requested to establish a HiSET Testing Center within SRJC. Vice President of Student Services approved this request in April 2016. This project will require more staff and the fulfillment of another set of facility and training requirements in addition to the current GED Testing Center. Assessment administrator and staff are working with HEP and HiSET to establish this new testing service during 2016/17.

Coincident with the external and internal environment changes, the Department itself has gone through significant personnel transition. The administrator in charge of the assessment operation is the new Dean of Student Success and Retention, who began in mid-September 2012. Meanwhile, there is an unusual amount of staff turnover within the department. Within the four staff positions at the Santa Rosa Campus, three of them had resigned for various reasons between November 2012 and February 2013, coupled with long absence prior to the two resignations. The Department has requested and obtained approvals to replace three positions: Administrative Assistant III (1 FTE), Testing Specialist-Bilingual (1 FTE), and Testing Technician (0.5 FTE). The Department is working diligently towards re-building the Student Success and

Assessment Services team. The increase in Student Success and Support Program (SSSP) funding in fall 2013 allowed the increase of these two part-time staff positions to full-time since November 2013.

The staff turnover and shortage has created extreme challenges for testing and office coverage since September 2012, which lasted through summer 2013. Despite the challenges, the Department has worked very hard and managed to meet the challenges by maximizing the available permanent staff and prioritizing tasks, expanding the employment of STNC, and obtaining temporary help from other Student Services Department. These efforts allowed the Department to continue to provide the following services:

Placement Tests and GMCT/ACE

- The English and Math, and Chemistry Placement Tests are scheduled year-round by the Assessment Services Office, with some evening services. During peak testing seasons, the placement testing schedule is expanded to accommodate larger testing volume. Also offered is the SRJC Mathematics Competency Exam (GMCT/ACE).
- Due to the expiration of

ESL Assessment

- The ESL Noncredit test was approved by the Chancellor's office and the District is now in compliance. The Noncredit ESL test is used by the District and administered by Assessment Services, the new Southwest Santa Rosa Center (SWC) and other off-site locations where Noncredit ESL classes are taught. This new Noncredit ESL test requires readers to evaluate the writing component of the test.
- The Assessment Services is working closely with the ESL Department to find out the best ways to help potential ESL students (both credit and non-credit) at SWC and Petaluma enroll in appropriate classes. The evening testing schedule has been expanded and starting time adjusted to a later time in order to accommodate needs of some students.

GED Testing Services

The implementation of GED was a very challenging process. As GED Testing Services and PearsonVue work to implement this new test platform, information from these entities are often confusing, incomplete, or inconsistent. Despite these challenges, our staff researched diligently to clarify the policies and processes in order to disseminate information to GED candidates accurately and in a timely manner.

The transition to the 2014 CBT has impacted the GED Services in many aspects, including facility and technology needs, test preparation and administration, fee revenue, and operating hours.

Distance Education Proctoring Services

In addition to the placement testing and GED services, Assessment Services also provides the proctoring services to students in the region who attend other higher education institutions. The fee for service used to be \$35 per test or \$80 per semester. After reviewing District Policy and researching other testing center practices, we have worked with Fiscal Services to revise the proctoring fee to \$50 per session, effective February 1, 2014.

Multi Campus Assessment Coordination

- SSSP has provided funding to Increase the work load for the Testing Specialist from 50% to 65% during 2012/13, allowing for expanded hours of services. It further enabled the increase to 100% in November 2013. This Testing Specialist works 80% of the time at Petaluma and 20% in Santa Rosa, enhancing the coordination, training, and flexibility to support assessment needs on both campuses.
- With the restoration of the 0.5 FTE Testing Technician position in July 2013, and the further increase of this position to 1.0 FTE with the augmentation of SSSP funding, the service capacity of the Assessment Services has improved. This also allowed the staffing flexibility to support all campuses for assessment (both credit and noncredit) at Santa Rosa, Petaluma, and Southwest Center.
- Staff performs outreach services by providing assessment services at 28 high schools across Sonoma County during FY 2012/13, a slight increase from 2011/12. We also coordinate with high schools to bring their students to our college campuses for placement tests. We have been encouraging high school counselors to consider assessment earlier in the spring so to work best with our resource constraints.
- Noncredit ESL program has been expanding in 2013 to multiple off-campus sites. Much collaboration and coordination among this department, ESL, and A&R took place to provide application, assessment, and registration services. This has been challenging given extremely limited regular staffing for noncredit program.

2.1a Budget Needs

Budget Analysis

Student Success & Assessment Services Budget Analysis*

Currently, the Assessment Services annual funding is comprised of district general funds, categorical funds, and revenue funds (GED). However, a large part of Assessment operations will be reduced in the next year due to AB705, and it is uncertain how this will affect the State SSSP funding formula, and local SSSP allocations. SRJC is exploring the option of reorganizing Assessment Services into a campus Testing Center. It is uncertain which of the new functions of the Testing Center in its proposal can be funded by SSSP funds.

There is further uncertainty of SSSP funds due to declining enrollment. It depends on the District's SSSP core service volume relative to the rest of the 114 colleges within the CCC system. The funding formula is based on services provided to *enrolled* students. The number of pre-enrollment services are decreasing in parallel with overall enrollment. Additionally, the

services given to continuing students has plateaued which suggests either the majority of the gap has been met, and/or the incentive of priority registration has lost value. Assessment staff is enacting new processes to reach students through alternative strategies in order to attempt to stabilize the number of services, but the results of those efforts are uncertain.

In the last two years we experienced a decline in the GED revenue stream that is based on tests administered. Due to the elimination of the CAHSEE and Adult Education HS credit recovery efforts, the state is seeing a decrease in all high school equivalency tests during the last fiscal year. We have attempted offset the reduction in GED administration by offering the alternative high school completion test, HiSET, but it hasn't proven to be viable as a revenue source. For long-term budget planning purposes, these revenue sources are uncertain.

Need for additional funds:

1. STNC Funds

We are entering the 18/19 academic (fiscal) year with the plan to operate without an STNC. However, there is a need for a contingency plan with related funds should there be an extended staff absence. Our department does not operate with a surplus of staff, therefore the reduction of one employee for an extended time would require a backfill.

2. Student Employee Funds

Assessment Services has relied upon student workers to staff the reception area for several years. SSSP funds have covered the majority of those costs since its implementation. We attempt to leverage our Federal Work Study Allocation with student assistance, however District funds are needed to backfill a student's award that would be expended prior to the end of year. Student workers have not only been utilized for reception needs, but have been integral in assisting the department with outreach efforts. They have been following up with target groups to provide information about test preparation materials and services, to promote the math placement for those who only took the English, to connect students with the next step (ed planning), and to also reduce attrition between test/Jam appointment scheduling and attendance. Our efforts to sustain/increase testing volume and successful placements relies upon their assistance as these high-touch and time intensive efforts.

*Note: the budget need as it relates to staffing and facilities for Petaluma Assessment is analyzed in more detail within the PRPP-Petaluma Enrollment Services unit

**Note: The budget need for Southwest Santa Rosa Center will be analyzed in more details and presented through PRPP-Student Success unit.

3. Assessment infrastructure

With the future operations and location of Assessment Services in review. It is uncertain the infrastructure that will be required as there will be a change in facilities. It is certain that there will be equipment & technology needs to make a successful transition to a Testing Center if that is the outcome. SSSP funding only allows for equipment directly related to providing a core service, District funds will need to be provided for this transition.

4. Staff Development/Training

There is an increasing need for staff development and training to ensure that our staff keeps abreast of the changing environment and requirements. This will help the Department, which in

turn help the District, to learn the best practices, and to continuously improve our practices in testing center operations, new assessment practices and other student success and retention. The Director of Assessment and Student Success Technologies has a unique role that covers multiple areas with an evolving environment and it is important to continually learn in order to be an effective technology project manager and a resource to other student service departments. Classified staff have also expressed their desire for more professional development through both local and statewide training opportunities. Currently, there is no travel/conference budget in the District account for the Department. The estimated need is \$10,000, which was previously provided through SSSP funds.

2.1b Budget Requests

| Rank | Location | SP | M | Amount | Brief Rationale |
|------|------------|----|----|-------------|---|
| 0001 | ALL | 01 | 04 | \$10,000.00 | To provide funding for staff development and training to keep abreast of the changing assessment testing environment. |
| 0002 | Santa Rosa | 01 | 02 | \$1,100.00 | 1 laptop for meetng coordination, off site services, tableing |

2.2a Current Classified Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|------------------------------|--------------|--------------|--|
| Testing Specialist | 40.00 | 12.00 | Full time, paid with District funds at 100%. Serves as a resource for assessment information; develops and coordinates Santa Rosa testing schedules; develops and implements changes in procedures for testing in collaboration with counselors and Petaluma Assessment Services Office; develops, explains and clarifies technical and procedural assessment information to faculty/counselors, staff, students, and the public, and serves as a resource person for assessment issues. Trouble shooting, scoring and recording data related to Matriculation/Assessment. |
| Testing Specialist-Bilingual | 40.00 | 12.00 | Full time, paid with SSSP funds. Serves as a resource for assessment information; develops and coordinates Santa Rosa testing schedules; develops and implements changes in procedures for testing in collaboration with counselors and Petaluma Assessment Services Office; develops, explains and clarifies technical and procedural assessment information to faculty/counselors, staff, students, and the public, and serves as a resource person for assessment issues. Trouble shooting, scoring and recording data related to Matriculation/Assessment. Performs specialized duties in the administration and recording data of the General Education Development (GED) Test and the English as a Second Language (ESL) Placement Test. Vacant in part of 2012/13; filled in June 2013. |
| Testing Technician | 40.00 | 12.00 | Originally 50% FTE; increased to full-time in November 2013; paid with SSSP funds at 100%. Administers a variety of tests used by the District; ensures integrity of testing environment and materials, trouble shoots and scores tests and coordinates distribution of results to students, College departments, high schools, and community organizations at the Santa Rosa and Petaluma Campuses. This position is currently vacant. |
| Administrative Assistant III | 40.00 | 12.00 | Full Time, paid with District funds at 100%. Provides administrative and clerical support to Dean of Student Success and Retention (permanent position filled 4/10/13) and to the Assessment Services Department. |
| Testing Specialist-Bilingual | 40.00 | 12.00 | Originally 65% FTE; increased to full-time in November 2013, paid with SSSP funds. Serves Petaluma Campus for all assessment services. |
| Student Success Specialist I | 40.00 | 12.00 | Full time, funded by SSSP. Supports Assessment Department in providing testing services at a level similar to that of a Testing Specialist; also supports other SSSP functions including functions including the coordination of assessment follow-up services to at-risk students, the establishment and expansion of assessment preparation for Math and English, supporting SSSP fiscal activities, web design /maintenance and conversion to Drupal. |
| Student Success Technician | 20.00 | 12.00 | Hired July 2017 .50 position funded by 80% SSSP and 20% District. Supports Assessment Department in providing testing services at a level similar to that of a Testing Technician. May assist with HiSET and GED proctoring, SSSP follow-up services and Assessment MIS data maintenance to ensure proper end of term reconciliation. |

| Position | Hr/Wk | Mo/Yr | Job Duties |
|----------------------------|-------|-------|--|
| Student Success Technician | 20.00 | 12.00 | Hired July 2017 for the Petaluma campus. 50 position funded by 80% SSSP and 20% District. Supports Assessment Department in providing testing services at a level similar to that of a Testing Technician. |

2.2b Current Management/Confidential Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---|-------|-------|--|
| Dean, Student Success, Equity and Retention | 40.00 | 12.00 | Full time position paid with District and Matriculation funds at 50% each. Interprets and implements the Matriculation policies and procedures, including selection and evaluation of staff, program budget development and monitoring; coordinates and acts as the Student Services component liaison with other college departments in regard to all aspects of student achievement and retention development and implementation for the component; District-wide student equity planning and direction of special projects that support student equity goals. Oversees the district wide Assessment Services Department at Santa Rosa and Petaluma Campus, as well as Southwest Santa Rosa Center. |
| Director, Assess. Svcs. and Student Success Tech. | 40.00 | 12.00 | Full-time position, funded by SSSP & GED revenue. Oversees daily operation at Assessment; assist in the implementation of Common Assessment; develops partnership with high school districts to provide on-site assessment services to high school students; works with other Student Services departments, Distance Education and IT to investigate and implement student success technologies to enable the delivery of comprehensive support services to distance learning students. |

2.2c Current STNC/Student Worker Positions

| Position | Hr/Wk | Mo/Yr | Job Duties |
|---------------------------------------|-------|-------|--|
| Student-Receptionist/Office Assistant | 40.00 | 12.00 | Provides front desk/reception area coverage for the Assessment Services Office in Santa Rosa as well as general office assistance. Provides assessment/SSSP related follow-up services to at-risk students by connecting them to test prep and next success steps Two student workers currently employed. |

2.2d Adequacy and Effectiveness of Staffing

Staffing Needs for Assessment Services:

Current Staffing

The Santa Rosa campus Assessment Services is comprised of the Director of Assessment Services and Student Success Technologies, two FT Testing Specialists (1 bilingual), a FT Student Success Specialist, 0.50 FTE Student Success Technician, and 2-3 student workers.

The Director, Assessment Services and Student Success Technologies position is new, and was filled in August of 2016. Various student success initiatives at both state and local levels intensified the need for dedicated leadership in assessment service delivery, as well as in technology solutions to further improve student support services in general, including for online students, in order to fulfill student success mission and to ensure District's ability to comply with accreditation standards.

In July 2017, Assessment Services moved forward with the conversion of STNC positions to a permanent .50 FTE Student Success Technician position. This position is primarily funded by categorical SSSP funds with a partial contribution from Counseling.

Staffing Needs

With the implementation of AB 705, the responsibilities and placement process will change, especially for English and Math assessment. Much is still in development in terms of curriculum re-design, guided-self placement, high school GPA and course data, and related policy and process changes. Assessment staff will continue to perform all current tasks till early spring 2019 when placement process will shift to new processes that are AB 705 compliant.

Regardless of these coming changes, there is still need for staffing to cover process issues related to new English/Math placement models, ESL (credit and noncredit) testing, GED/HiSET, and student support related to these services.

A Testing and Associated Support Services (TASS) Task Force was formed during 2017/18 and various ideas have surfaced regarding re-purposing Assessment Center and staff. If the Testing Center proposal is adopted in its current form as of spring 2018, there will be a need for the District to fund a Testing Specialist position. This will be necessary to have flexibility to provide the services that are not linked to SSSP core services. If block funding for categorical funds is implemented in its proposed form, this may reduce the need to operate within the constraints of SSSP, however there will *still* be existing non categorical related duties asked of the Testing Center that will need to be supported by a District funded position.

2.2e Classified, STNC, Management Staffing Requests

| Rank | Location | SP | M | Current Title | Proposed Title | Type |
|------|------------|----|----|------------------------------------|------------------------------------|------------|
| 0001 | Santa Rosa | 01 | 02 | Testing Specialist-District Funded | Testing Specialist-District Funded | Classified |

2.3a Current Contract Faculty Positions

| Position | Description |
|----------|-------------|
| N/A | N/A |

2.3b Full-Time and Part-Time Ratios

| Discipline | FTEF Reg | % Reg Load | FTEF Adj | % Adj Load | Description |
|------------|-------------|---------------|-------------|---------------|-------------|
| N/A | 0.0000 | 0.0000 | 0.0000 | 0.0000 | N/A |

2.3c Faculty Within Retirement Range

N/A

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

N/A

2.3e Faculty Staffing Requests

| Rank | Location | SP | M | Discipline | SLO Assessment Rationale |
|------|----------|----|----|------------|--------------------------|
| 0001 | ALL | 00 | 00 | N/A | |

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Please refer to Sections 2.1a and 2.1b for assessment infrastructure needs.

2.4c Instructional Equipment Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|
|------|----------|----|---|------------------|-----|-----------|------------|-----------|------------|---------|

2.4d Non-Instructional Equipment and Technology Requests

| Rank | Location | SP | M | Item Description | Qty | Cost Each | Total Cost | Requestor | Room/Space | Contact |
|------|----------|----|----|---|-----|-----------|------------|-------------------|------------|-------------------|
| 0002 | Petaluma | 01 | 02 | Add NetSchool control at admin. station | 50 | \$40.00 | \$2,000.00 | Michelle Vidaurri | PC 641 | Michelle Vidaurri |

2.5a Minor Facilities Requests

| Rank | Location | SP | M | Time Frame | Building | Room Number | Est. Cost | Description |
|------|------------|----|----|------------|-------------|-------------|-----------|--|
| 0001 | Santa Rosa | 01 | 02 | Urgent | Plover Hall | 530/531 | \$0.00 | The testing rooms get overheated during testing sessions. Students/staff complained for uncomfortable testing environment. Venting solutions are needed. |
| 0002 | Petaluma | 01 | 02 | Urgent | Jacob Hall | 128 | \$0.00 | The testing temperature is unstable. Students complained for uncomfortable testing environment. |

2.5b Analysis of Existing Facilities

Both testing centers, Santa Rosa and Petaluma, are equipped with the furniture and technology to meet the needs of all students including wheelchair accessibility. However, the current facilities at Petaluma are in need of re-structuring.

At Petaluma Campus, the testing facility is currently not in a convenient location on campus – separately from other student services staff, including the Assessment staff office, posing challenges to staff in terms of test preparation and to test takers in terms of locating the testing room. In addition, the testing room currently can accommodate only 24 students. This poses challenges for group testing for an entire class or high school groups. A temporary solution was put in place utilizing one large multi-purpose computer lab (PC 641) in Petaluma. We propose that a new testing facility be identified at Petaluma and a cost analysis be carried out in the near future. This new facility should provide convenience to students who utilize assessment services, and allow assessment staff to be in close vicinity of other service staff instead of the current isolation. This request remains outstanding as of spring 2017.

At Southwest Santa Rosa Center, we have worked with IT and other departments since 2015/16 to establish a dedicated, computerized testing room in anticipation of increased assessment activities as Noncredit SSSP is implemented. The testing room is set up during 2016/17 with needed furniture and equipment. There is more work to be done with IT during 2017/18 in order to have the testing facility be fully functional for both credit and noncredit placement assessment.

3.1 Develop Financial Resources

The Assessment Department seeks to diversify funding through two testing services: GED testing and proctoring services for community members who take online classes at other institutions. The Department intends to explore other testing services to increase revenue when facilities and staffing become available.

3.2 Serve our Diverse Communities

The Assessment and GED Services Office makes every effort to hire bilingual staff and encourages existing staff to expand their second language skills. Many staff members across three locations (SR, PET, and SWC) are bilingual (English/Spanish). The new Dean is of Chinese ethnicity and promotes a culture of diversity, understanding, and mutual respect.

STNCs are also from very different backgrounds. Staff members work collegially and provide equal quality services to students and the general public from diverse backgrounds.

The program/unit also makes an effort to translate key information that is distributed to students into Spanish.

Other efforts include:

- Expanding and adjusting assessment schedules to provide more late afternoon, evening and Super Saturday services, as well as off-campus sites to accommodate varied student and community needs;
- Transitioning GED Testing from paper-pencil format to a computer-based testing; and providing regular and increased GED services (particularly Spanish GED testing) year-round to help lay the foundation for social and economic equity;
- Providing bi-lingual (English/Spanish) staff at all campus sites to better serve increasing Hispanic population;
- Foster an environment of team work to enhance collaboration, cultural competency, collegiality and problem-solving capability.

3.3 Cultivate a Healthy Organization

Most of the current staff members are new. They need training to be proficient in delivering testing services and adapting to new testing platforms. They also need to learn other student support services available at SRJC in order to better refer students when they receive inquiries. They have identified areas in which they would like to have more training in and are actively encouraged to enroll in appropriate courses and participate in professional development workshops, including PDA days and other staff workshop programs. It will also help when staff is involved in professional network and trainings outside of the District.

- Providing comprehensive professional development opportunities to faculty and staff related to SSSP and assessment initiatives;
- Foster an environment of team work to enhance collaboration, cultural competency, collegiality and problem-solving capability.

3.4 Safety and Emergency Preparedness

The Building and Area Safety Coordinators for the northeast side of Plover Hall have been identified as the Dean of Student Success and Retention and the Administrative Assistant for the Department. Both have attended trainings and received CPR certificate in 2013.

The Department has organized training sessions for safety and emergency preparedness, including one from CIRT in Spring 2013. Regular staff members as well as STNC and Student Workers attended. This has increased the staff knowledge and skills in preparing for and responding to unforeseen safety and emergency situations.

3.5 Establish a Culture of Sustainability

Assessment Services contributes to SRJC's sustainable mission by minimizing graphic and printing costs. The Department

1. Has eliminated printing and mailing of profile letters to each student who tested.
2. Monitoring copying needs for handouts prepared by the Department.
3. Continues to pursue implementation of computerized testing, thus, minimizing graphics and printing costs.

4.1a Course Student Learning Outcomes Assessment

N/A

4.1b Program Student Learning Outcomes Assessment

Student Learning Outcomes (SLOs)

The program supports student learning by providing students with the knowledge to:

- Access various available SRJC test preparation services (i.e., Study Guides, Basic Academic Skills Brush-up labs and GED preparation courses) designed to assist students prior to their testing experience.
- Access test score/results via the My Cubby (www.santarosa.edu)

- Understand their placement results in relation to the SRJC curricula course sequence.

Each year, the Department selects an area of services for SLO assessment. The program has performed different Student Learning Outcome Assessments over the previous years. In FY 2012/13, the SLO topic focused on the GED testing services in an effort to help GED candidates understand the application process and to minimize bubble-error, which in turn to expedite scoring and to avoid penalty fees charged to bubble errors. Bubble errors are the primary cause for the delay of test results. The delay adds to staff worker time, and more importantly, cause GED student anxiety and frustration.

The assessment activities were conducted through department dialogue, information dissemination through assessment sessions, pre- and post-surveys to students. The SLO results were mostly satisfactory, revealing that students have achieved the desired outcomes in learning about the bubble errors and how to avoid the penalty.

Although this assessment was performed during the year that GED was in the process moving to CBT, it benefited both GED candidates and the Department. The volume of GED testing was very high because many candidates desired to complete their 2002 series before that series ended in December 2013. Many candidates paid more attention to application with staff assistance, therefore avoid paying the hefty \$15 per bubble error fee. It also saved time for staff in terms of the lengthy processes associated with handling these errors.

For 2014/15, the Department chose to focus the SLO assessment on the SSSP mandates that the District has planned to implement in spring 2015, along with the importance of the placement assessment, the resources available for preparation, and the newly revised re-take policy. Below is the summary of the assessment.

Students taking their placement tests participated in the Student Learning Outcome (SLO) survey that was implemented from November 2014 to February 2015. Students were given a 4 question survey after they had checked in for their English, ESL or math placement testing appointment.

The purpose of the SLO was to learn if most students that participated in Assessment Services: visiting or contacting a center, and visiting the web homepages, learned the following:

- Beginning spring 2015 placement testing is required for all first time students who have never attended college.
- Placing into the appropriate English, math or ESL course(s) for their individual skill level is very important.
- The two methods provided by SRJC to prepare for placement testing.
- The test re-take policy.

It was anticipated that the survey result would show that most students had learned the correct answers to the questions above.

- Placement testing is required beginning spring 2015
- It is very important to place in the appropriate course determined by the students individual skill level
- Jam Workshops and Study Guides
- After initial placement, students may retake the test once per term

The survey results indeed showed that most students have learned what was intended. Although, the survey results also showed fewer numbers of student than preferred have

participated in the English and math Jam Workshops. Furthermore, the survey results show that our current practices disseminating testing information is effective. Even so, due to the lower numbers than preferred in the Jam Workshops, Assessment Services in collaboration with the English and math faculty will continue to think of creative ways to promote the workshops. For example, post a Jam Workshop message on the T.V. monitors throughout the campuses; post Jam Workshop information on the ESARS confirmation page after a student makes a placement testing appointment. In addition, send a E-SARS reminder text to the student the day of their Jam Workshop appointment.

Based on the SLO results from 2014/15, Assessment staff took actions to further strengthen the communication with students in various ways about SSSP requirements, JAM workshop opportunities, and other free test prep materials. For example, JAM workshops are not being more prominently posted on Assessment webpages, and programmatically linked to placement testing appointment to prompt students to sign up for JAM sessions. All staff including front desk student or STNC workers are trained several times a year about SSSP requirements and success steps so that these information can be relayed to students whenever they receive assessment services. In fall 2015, the Department designed a new set of SLO assessment with similar foci. The survey questions and results are as follows:

| PC, SLO, Post Survey, | | | | | | |
|--|------------|----------|------------|----------|-------------|----------|
| Total Students Surveyed | 254 | | | | | |
| | Yes | % | No | % | Othe | % |
| | | | | | r | |
| 1. Are you aware that placement is required for all first time students (effective Spring 2015)? | 241 | 94.9% | 11 | 4.3% | | |
| 2. Are you aware that placing into the appropriate English, math, or ESL course(s) for your skill level is important? | 251 | 98.8% | 1 | 0.4% | | |
| 3. Are you aware that there are several ways to prepare for placement testing; which ones below have you accessed? | | | | | | |
| A. Study guides | 152 | 59.8% | 102 | 40.2% | | |
| B English Jam Workshops | 46 | 18.1% | 208 | 81.9% | | |
| C. Math Jam Workshops | 46 | 18.1% | 208 | 81.9% | | |
| D. Academic Skills Labs & Classes | 43 | 16.9% | 211 | 83.1% | | |
| 4. What are the next <u>Student Success Steps</u> after Assessments? (Please checkmark only one.) | | | | | | |
| A. Meet with a Counselor for an Education Plan before Assessment. | 44 | 17.3% | 210 | 82.7% | | |
| B. Take an Orientation before meeting with a Counselor for an Education Plan. | 103 | 40.6% | 151 | 59.4% | | |
| C. Meet with a Counselor for an Education Plan before taking an Orientation. | 37 | 14.60% | 217 | 85.4% | | |
| D. Not sure. | 28 | 11.00% | 226 | 89.0% | | |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

In comparison with the survey results from the previous year, there is clear progress in that more students are now aware of the assessment requirements and the importance of the student success steps that the District has been communicating to them. However, most of our students are still not aware of the resources available to them to prepare for the assessment (free JAM workshops and classes). Staff will continue to work closely with faculty and other departments to promote these resources in order to help prepare students for more accurate placement.

Systematic Cycle

The program plans to assess these Student Learning Outcomes on a yearly basis. Assessments will be defined in fall semester, with surveys conducted during fall and early spring. Data will be analyzed, then discussed and shared within the Department to identify and plan for any needed changes. The results will be entered into SharePoint during the spring semesters.

4.1c Student Learning Outcomes Reporting

| Type | Name | Student Assessment Implemented | Assessment Results Analyzed | Change Implemented |
|-----------------|------------------------------|--------------------------------|-----------------------------|--------------------|
| Service/Program | Assessment, Prep., Steps | Fall 2015 | Spring 2016 | Summer 2016 |
| Service/Program | Knowledge of SSSP Mandates | Fall 2014 | Spring 2015 | Summer 2015 |
| Service/Program | Noncredit ESL Testing | Fall 2013 | Spring 2014 | Summer 2014 |
| Service/Program | GED Testing | Spring 2013 | Fall 2013 | Fall 2013 |
| Service/Program | Placement Testing | Spring 2012 | Summer 2012 | Fall 2012 |
| Service/Program | ESL Testing | Fall 2009 | Fall 2009 | Spring 2010 |
| Service/Program | GED Testing | Fall 2009 | Fall 2009 | Spring 2010 |
| Service/Program | Distance Learning Proctoring | N/A | N/A | N/A |

4.2a Key Courses or Services that address Institutional Outcomes

| Course/Service | 1a | 1b | 1c | 2a | 2b | 2c | 2d | 3a | 3b | 4a | 4b | 5 | 6a | 6b | 6c | 7 |
|------------------------------|----|----|----|----|----|----|----|----|----|----|----|---|----|----|----|---|
| Distance Learning Proctoring | | X | | | X | | | X | | X | | | | | | X |
| ENGL Placement | | X | X | X | X | | | X | | X | X | X | | | | X |
| ESL Placement | | X | X | X | X | | | X | | X | | | X | X | | X |
| GED Examination | X | X | | X | X | | X | X | | X | | | X | X | | X |
| MATH/CHEM Placement | X | X | | X | X | | | X | | X | X | | | | | X |

4.2b Narrative (Optional)

Students build on their foundation skills by learning to identify their current skill level when taking placement tests and by using technology for retrieval of test results, general Assessment Services information and study guides.

Placement and GED tests help students build personal development and management skills by providing students with information about themselves and by requiring that students manage time in order to meet test registration timelines.

Students are required to listen actively and respectfully and to follow directions when taking a placement, distance education, GED or other tests, thus helping them build on their listening and communication skills.

By being part of the SSSP core services, Assessment Services engages students in understanding and demonstrating personal and civic responsibility towards goal attainment through the guided success steps.

5.0 Performance Measures

The testing activities statistics provided below are from records maintained in the Student Success and Assessment Services Department:

The Department administered a total of 16,754 tests during FY 15/16 (Figures for previous years are kept here for comparison).

| | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-----------------|--------------|--------------|--------------|--------------|
| English | 6117 | 6409 | 5927 | 5821 |
| Math | 7082 | 7012 | 6123 | 6438 |
| Chemistry | 160 | 188 | 269 | 358 |
| ESL | 903 | 826 | 912 | 815 |
| ESL (Noncredit) | 1543 | 1384 | 1332 | 1235 |
| ACE/GMCT | 81 | 90 | 94 | 91 |
| GED | 765 | 1173 | 1010 | 680 |
| Distance Ed | 103 | 112 | 406 | 275 |
| Total | 16754 | 17194 | 16073 | 15713 |

There was a clear trend of assessment volume increase for three years, with numbers remaining steady for the 15/16 year. In Spring 2015, SRJC began the mandatory SSSP service requirements for all new, nonexempt students, with the incentive of registration priority if a student is fully matriculated, i.e. completes all SSSP core services (orientation, assessment, and education planning). It is anticipated that the placement assessment volume will continue increase as the District strives to assess all nonexempt new students.

6.1 Progress and Accomplishments Since Last Program/Unit Review

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|------------|----|----|---|--|------------------------------|---|
| 0000 | Santa Rosa | 01 | 03 | Expand follow-up services specific to the assessment step. | Providing resources for test preparation up front while communicating benefits. Promote the benefits to taking both Eng/ESL & Math during first year. Following up with those who wish to remediate and retest by promoting Jam options. Following up with lowest level college skill placements in order to connect at-risk students with next-step resources. Following up with students after test to assist them with scheduling counseling appointments online. | Spring 17 - Ongoing | Stident Workers |
| 0000 | Other | 01 | 06 | Improve course services delivery for noncredit students throughout the District. | Provide access to core services to all noncredit students will enable them to be successful in course completion, obtaining certificates and understading the process to gain priority registration. | Ongoing | Coordination with Counseling, ESL, College Skills and Adult Education. |
| 0000 | ALL | 01 | 02 | | | | |
| 0001 | ALL | 01 | 02 | To comply with Student Success Act of 2012 on assessment services | Assess all non-exempt students | Initial Fall 2013; ongoing | Increased part time staff to provide testing on and off site with sufficient number of sessions in peak testing seasons, evenings, and weekends. |
| 0002 | ALL | 01 | 02 | Continue planning and preparation of Common Assessment Initiative (CAI) implementation when available | Faculty and staff training, competency mapping, multiple measures research and adaptation, cut score setting, and full conversion to CAI when available | Initial Fall 2012; ongoing | Funds and time for faculty / staff development, faculty work in when pilot school outcomes are complete and necessary adjustments to competency mapping are required; combination of grant and SSSP funds to support implementation; support and guidance from the CO and OIR/IT. |
| 0003 | ALL | 01 | 02 | To evaluate the implementation of new policies and procedures related to assessment | Continue to monitor the implementation of the placement re-take policy to ensure compliance and fairness | Initial Summer 2014; ongoing | IT programming/reporting; staff training and time for data tracking/analysis; discussion with Math Department |
| 0004 | Santa Rosa | 01 | 04 | Build a knowledgeable and efficient team of testing professionals | Continue to provide professional development opportunities to staff. | Summer / Fall 2015 | Funds for conferences, travel, webinars, etc. |

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|------------|----|----|---|--|--------------------------------|---|
| 0005 | ALL | 01 | 02 | Continue to improve assessment services to meet changing needs and enhance efficiency | <p>Increase collaboration and coordination between Assessment Services and other Student Services and Academic Departments to improve testing services and scheduling efficiency;</p> <p>Expand partnership with English and Math Departments to offer placement preparation to students for more accurate placement; implement effective communication strategies for more students to partake the JAM workshops.</p> | Spring to Fall 2015; ongoing | Leadership from Director, Assessment and Student Success Technologies; Faculty/staff time for collaboration and innovation. |
| 0006 | ALL | 01 | 02 | Continue to improve communication with students regarding assessment services | Update Assessment and Placement website information; enhance the marketing for preparation services | Ongoing | Staff time; IT support |
| 0007 | Petaluma | 04 | 02 | Increase efficiency at PC Assessment Center; integrate Assessment operation with other Student Services areas at Petaluma Campus to provide cross training and better service coverage. | Install NetSupport School software at PC 641, a large, multi-purpose computer lab for efficient test administration; continue to work with PC leadership on integrating Assessment operation with other Student Services areas at Petaluma Campus to provide cross training and better service coverage. | Continued efforts till complet | Staff time; IT support |
| 0008 | ALL | 01 | 02 | Improve facility at SWC for better services | Provide adequate space for programs and services at SWC; improve IT infrastructure to meet needs | Summer 2016 to spring 2017 | District support for expanded facility to provide Noncredit SSSP services; a computerized assessment lab; IT support. Completed. |
| 0009 | ALL | 04 | 02 | Expand assessment services to high school students, online students, and international students after CAI implementation is complete. | Build partnerships with high school districts; enable remote testing and authentication through student success technologies | Summer 2016 to Fall 2017 | Leadership from Director, Assessment and Student Success TEchnologies; high school districts' support; cooperation from Distance Education and International Student Program. |
| 0010 | Santa Rosa | 01 | 03 | Expand high school equivalency testing services | Establish a HiSET (another form of High School Equivalency Test in addition to the current GED format) Testing Center at Santa Rosa campus to support HEP students and others in the communities. | Fall 2016 to Spring 2017 | Staff time/efforts to establish agreement with new vendor; IT support; coordination with HEP, Accounting, etc. Completed in summer 2017. |

| Rank | Location | SP | M | Goal | Objective | Time Frame | Progress to Date |
|------|------------|----|----|---|---|------------------------|--|
| 0011 | ALL | 01 | 02 | Expand assessment services to all off-campus sites. | Provide access to assessment services for noncredit students to enroll at off-campus sites and to meet noncredit SSSP mandates. | Ongoing | Coordination with all three assessment centers, IT, ESL, College Skills, Adult Education, Academic Affairs and school districts will be necessary to deliver this service. |
| 0012 | Santa Rosa | 01 | 06 | Refine CAPP (CTEP, MDTP & CELSA) tests until CAI implementation. Continue to explore and share high school predictive measures used for placement as well as SAT as a measure. | Continue to: *improve the student experience with navigating the platform, *review course placement outcomes related to recently implemented tools *provide faculty necessary information/ facilitate dialogue | Ongoing | Coordination with IT, OIR, ESL, College Skills, Math and English Departments. |
| 0013 | ALL | 01 | 02 | Expand core services delivery to all noncredit students | Provide access to core services to all noncredit at on-campus and off-campus locations. | Ongoing | Coordination with IT, Counseling, ESL, College Skills and Adult Education. |
| 0014 | ALL | 01 | 07 | Working towards AB705 compliance by spring 2019 | Identify related tasks and increase coordination between Student Services and Academic Affairs in regards to better student placement | Fall 2017 to Fall 2019 | Assessment Work Group and subgroups have been working on various projects linked to AB 705 since fall 2017; various coordination meetings have been conducted; professional development opportunities have been provided; a Testing and Associated Support Services Taskforce has been formed and working on identifying post AB705 priorities |

6.2b PRPP Editor Feedback - Optional

—

6.3a Annual Unit Plan

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|------------|----|----|---|--|------------------------------|---|
| 0000 | Santa Rosa | 01 | 03 | Expand follow-up services specific to the assessment step. | Providing resources for test preparation up front while communicating benefits. Promote the benefits to taking both Eng/ESL & Math during first year. Following up with those who wish to remediate and retest by promoting Jam options. Following up with lowest level college skill placements in order to connect at-risk students with next-step resources. Following up with students after test to assist them with scheduling counseling appointments online. | Spring 17 - Ongoing | Stident Workers |
| 0000 | ALL | 01 | 07 | Working towards AB705 compliance by spring 2019 | | | |
| 0000 | ALL | 01 | 07 | AB 705 compliance | Identify related tasks and increase coordination between Student Services and Academic Affairs in regards to better student placement; establish new policies and procedures for AB705 compliant placement models for Math and English. | Fall 2017-Fall 2019 | Coordination and collaboration among faculty, staff, and administrators from Student Services, Academic Affairs, and other departments across the District; funds to support professional development related to AB705 |
| 0001 | ALL | 01 | 02 | To comply with Student Success Act of 2012 on assessment services | Assess all non-exempt students | Initial Fall 2013; ongoing | Increased part time staff to provide testing on and off site with sufficient number of sessions in peak testing seasons, evenings, and weekends. |
| 0002 | ALL | 01 | 02 | Continue planning and preparation of Common Assessment Initiative (CAI) implementation when available | Faculty and staff training, competency mapping, multiple measures research and adaptation, cut score setting, and full conversion to CAI when available | Initial Fall 2012; ongoing | Funds and time for faculty / staff development, faculty work in when pilot school outcomes are complete and necessary adjustments to competency mapping are required; combination of grant and SSSP funds to support implementation; support and guidance from the CO and OIR/IT. |
| 0003 | ALL | 01 | 02 | To evaluate the implementation of new policies and procedures related to assessment | Continue to monitor the implementation of the placement re-take policy to ensure compliance and fairness | Initial Summer 2014; ongoing | IT programming/reporting; staff training and time for data tracking/analysis; discussion with Math Department |
| 0004 | Santa Rosa | 01 | 04 | Build a knowledgeable and efficient team of testing professionals | Continue to provide professional development opportunities to staff. | Ongoing | Funds for conferences, travel, webinars, etc. |

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|------------|----|----|---|--|--------------------------------|---|
| 0005 | ALL | 01 | 02 | Continue to improve assessment services to meet changing needs and enhance efficiency | <p>Increase collaboration and coordination between Assessment Services and other Student Services and Academic Departments to improve testing services and scheduling efficiency;</p> <p>Expand partnership with English and Math Departments to offer placement preparation to students for more accurate placement; implement effective communication strategies for more students to partake the JAM workshops.</p> | Spring to Fall 2015; ongoing | Leadership from Director, Assessment and Student Success Technologies; Faculty/staff time for collaboration and innovation. |
| 0006 | ALL | 01 | 02 | Continue to improve communication with students regarding assessment services | Update Assessment and Placement website information; enhance the marketing for preparation services | Ongoing | Staff time; IT support |
| 0007 | Petaluma | 04 | 02 | Increase efficiency at PC Assessment Center; integrate Assessment operation with other Student Services areas at Petaluma Campus to provide cross training and better service coverage. | Install NetSupport School software at PC 641, a large, multi-purpose computer lab for efficient test administration; continue to work with PC leadership on integrating Assessment operation with other Student Services areas at Petaluma Campus to provide cross training and better service coverage. | Continued efforts till complet | Staff time; IT support |
| 0009 | ALL | 04 | 02 | Expand assessment services to high school students, online students, and international students. | Build partnerships with high school districts; enable remote testing and authentication through student success technologies | Ongoing | Leadership from Director, Assessment and Student Success TEchnologies; high school districts' support; cooperation from Distance Education and International Student Program. |
| 0010 | Santa Rosa | 01 | 03 | Expand high school equivalency testing services | Establish a HiSET (another form of High School Equivalency Test in addition to the current GED format) Testing Center at Santa Rosa campus to support HEP students and others in the communities. | Fall 2016 to Spring 2017 | Staff time/efforts to establish agreement with new vendor; IT support; coordination with HEP, Accounting, etc. |
| 0011 | ALL | 01 | 02 | Expand assessment services to all off-campus sites. | Provide access to assessment services for noncredit students to enroll at off-campus sites and to meet noncredit SSSP mandates. | Ongoing | Coordination with all three assessment centers, IT, ESL, College Skills, Adult Education, Academic Affairs and school districts will be necessary to deliver this service. |

| Rank | Location | SP | M | Goal | Objective | Time Frame | Resources Required |
|------|------------|----|----|--|---|------------|---|
| 0012 | Santa Rosa | 01 | 06 | <p>Refine CAPP (CTEP, MDTP & CELSA) tests until CAI implementation.</p> <p>Continue to explore and share high school predictive measures used for placement as well as SAT as a measure.</p> | <p>Continue to:</p> <ul style="list-style-type: none"> *improve the student experience with navigating the platform, *review course placement outcomes related to recently implemented tools *provide faculty necessary information/ facilitate dialogue | Ongoing | Coordination with IT, OIR, ESL, College Skills, Math and English Departments. |