

Santa Rosa Junior College

Program Resource Planning Process

Assessment 2016

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' belongs, 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

Budget Analysis

Assessment Services annual funding is comprised of district general funds, categorical funds, and revenue funds (GED).

The district funds have remained steady in 2014/15 from previous year. The categorical Student Success and Support Program (SSSP) funding had a large increase in 2014/15, close to \$2.7 million, and a portion of this funding is used towards assessment.

The consecutive budget reduction prior to 2012/13 impacted the Department's ability to employ enough student and Short-Term-Non-continuing (STNC) workers to support the

operation. This forced the Department to tap into GED revenue funds in prior years. Student workers staff the reception area and are much needed in assisting regular staff in providing information to students and the general public and other assessment related tasks. With the increase of SSSP funding in 2014/15, Assessment Department is able to hire and train STNCs as well as student workers to serve students and general public and to assist/proctor in the test administration, including providing assessment services in evenings and on Saturdays.

In summary, the increased SSSP funding in 2014/15 has provided sufficient resources for the department as well as other departments that provide assessment and other SSSP cored across the district. The District received about \$3.4 million SSSP funds in 2015/16, which continues to support direct assessment needs across the district.

SSSP funding level for 2016/17 is uncertain. It depends on the District's SSSP core service volume relative to the rest of 112 colleges within the CCC system according to the new funding formula went into effective for 2015/16.

Need for additional funds:

1. STNC Funds

Assessment Services needs more STNC support for projected increase of testing volumes starting summer 2014. All non-exempt students will be required to complete SSSP components (Orientation, Assessment, and Counseling/advising for Education Planning) in order to obtain registration priority starting fall 2014. Data analysis for 2013/14 indicates that about 78% of new students participate in assessment, and lower percentage of continuing and returning students currently use the service. We estimate that the testing volume will increase at least 25% from 2013/14, and intend to meet the higher service volume with STNC support.

The Petaluma Assessment services office would also benefit from STNC staff who can assist in the office while the testing specialist is away from the office administering a test, proctoring, assist in testing preparation, and other office duties. Faculty, particularly from ESL Department, has increasingly advocated for evening and weekend testing to accommodate the target students. Petaluma's increased efforts to partner with high schools to get an early start for their seniors to get assessed also has raised the need for more testing sessions. It becomes apparent that one testing staff is insufficient to handle all assessment needs on that campus.

Several factors in development will drive up the need for STNC further:

- Transition to Common Assessment may require more staff during each test session due to its diagnostic and triage mechanism;
- Establishing testing services at various Sonoma County high school sites;

- Establishing capacity to provide testing services to distance education students, out-of-state students, and international students;
- Establishing HiSET Testing Center.

All of the above factors lead us to strongly believe that we need additional staff time to provide adequate level of services. It is estimated that the Department needs a budget of \$128,000 for STNCs to support at all district sites . This amount will be provided through the categorical SSSP funds if 2016/17 SSSP funding level is at similar level to that of 2015/16.

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

2. Assessment facility

During 2015/16, the testing computers at both Santa Rosa and Petaluma testing centers were due for upgrade. The department worked with IT to complete the upgrade

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. We propose that a new testing facility be identified at Petaluma and a cost analysis be carried out during 2014/15 to expand the current 24 seats to 35 or more. After much discussion with Petaluma administration, a temporary solution was identified to utilize one of the multi-purpose computer labs (PC 641) as back-up testing room for large group testing. This was accomplished in fall 2014. A long-term solution would be ideal, a new room that can accommodate more students and is located in an areas that is adjacent to other student service areas in Petaluma, preferably Counseling because of the close collaboration between these two departments. This need continues into 2016/17.

In addition, PC 641 at Petaluma currently does not have NetSupport School, a software that allows assessment staff to manage test stations more effectively. Requisition and implementation for 50 additional licenses have started, and is scheduled to complete in summer 2016. The cost of these licenses is estimated at \$2,000.

The noncredit ESL assessment takes place in three locations: Santa Rosa Campus, Petaluma Campus, and Southwest Center. The current SWC facility is inadequate in general, including the assessment room. The Department has recently submitted to the district a proposal for facility improvement. The details will be included in the Facility section, 2.5b. With the implementation of CAI in fall 2016, prep work has began to establish a Assessment Computer Lab at SWC, with an estimated testing capacity of 30. This requires the purchase of new testing stations similar to the other testing centers. The cost is estimated at \$54,000.

3. 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 assessment and other student success and retention. Most of the assessment staff are new, with experience ranging from several months to one year. Staff has 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 \$20,000, which will be provided through SSSP funds.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	ALL	01	02	\$128,000.00	To provide sufficient STNC for customer service as well as expanded testing sessions and proctoring needs at all testing sites.
0002	Other	01	02	\$54,000.00	New testing stations to establish a computerized assessment lab at SWC.
0003	ALL	01	04	\$20,000.00	To provide funding for staff development and training to keep abreast of the changing assessment testing environment.
0004	Petaluma	01	07	\$2,000.00	Install additional 50 NetSupport School licenses to PC 641, Petaluma.

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. Due to the increased need for coordination at a higher level for Common Assessment, web redesign and conversion to Drupal, the establishment and expansion of assessment preparation for Math and English, the current incumbent of this position has been temporarily assigned as Assessment Coordinator during 2014/15. This high coordination need continues, and expected through 2017/18.
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 primarily at Petaluma Campus for all assessment services.
Program Specialist I, Student Success	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 providing follow-up services to at-risk students, supporting SSSP fiscal activities, and assisting SSSP coordination.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean II, 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. 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
STNC-Testing Technician/Proctor	75.00	12.00	Provides proctoring of placement testing (English, Math, and ESL), Chemistry Diagnostic test, and GED at Santa Rosa and Petaluma campus.

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. Two student workers currently employed.
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2.2d Adequacy and Effectiveness of Staffing

How do your program/unit staffing ratios compare to the district-wide range?

Does the program have adequate classified, management, STNC staff, and student workers to support its needs? If not, explain program/unit needs.

Does your program/unit have any unfilled vacancies or "paused" positions? If so, how are you accomplishing the work that must be performed? What impact does this have on your program/unit?

Staffing Needs for Assessment Services:

The Department's staffing level was at its minimum during 2012/13 compared to the previous years due to high volume personnel turnover as narrated in Section 1.2. Out of the four staff positions at Santa Rosa Campus, there were three vacant positions - the Administrative Assistant, Testing Specialist (bilingual), and Testing Technician. This created extreme challenges for service coverage and had required more STNC staff time. These vacant positions were approved for replacement, and were filled in April 2013, June 2013, and July 2013, respectively.

After completing these hiring processes, there were 3.5 FTE at Santa Rosa, 0.65 FTE at Petaluma, and 1 FTE at Southwest Santa Rosa, for a total of 5.15 FTE, up to November 2013. In light of the environmental scan provided in previous sections, the Dean submitted requests to increase two part-time staff to full-time when the District received augmentation of the SSSP funding in order to better align staffing with anticipated service needs. The staff is and will continue to be cross-trained in all aspect of assessment services to effectively serve the District and the community.

Unfortunately, the bi-lingual Testing Specialist who was hired in June 2013 resigned in August 2014. This resulted in staff shortage again for assessment services. Recruitment process for the replacement was quite challenging. Eventually, the current Testing Technician was promoted to the specialist position in March 2015, which in turn left that position vacant.

The Department currently also has a vacant Testing Specialist position. As the CAI implementation further in process, and the expected service expansion to high schools and distance learning students, the Department will reevaluate the need to fill this as well as the vacant Testing Technician position.

Due to the changing needs at Assesment, primarily driven by the evolving implementation of Student Success Act, including Common Assessment Initiative, the Assessment Department is in need of a position that combines assessment

responsibilities as well as SSSP supporting roles. This position request was approved in late 2015 and filled in Spring 2016.

Importantly, various student success initiative at both state and local levels have 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. A new position, Director, Assessment Services and Student Success Technologies, has been developed and approved by the District. The recruitment is in process in spring 2016.

In addition to regular classified staff, the Department needs STNC-Proctors to assist with evening tests. Student workers are hired to help cover reception/front counter area. Due to budget reduction, the Department has not been able to offer weekend testing for the past two years, and reduced total number of student worker hours. Staff and faculty strongly advocate the need for full coverage at the front desk as well as increasing evening and reinstating weekend testing to accommodate potential students. The current STNC pool for Assessment Services is rather small. The Department will need continuous STNC support to provide sufficient testing services, particularly for after regular business hours, and for expansion of assessment services to other student populations including high schools, distance education students, and international students.

With dedication, hard work, and careful planning and monitoring, the Department has been offering comparable services despite staff turn-over and challenges.

The Petaluma Campus assessment staff remains to be limited even though the part-time Testing Specialist is now full-time. There is no office coverage when the staff is away for testing, therefore delaying the service to those who inquire at the office or via phone and email. The testing preparation has also become more complicated due to all the changes mentioned in previous sections, resulting the need for assistant prior to and after test sessions. The Department needs more stable and regular STNC hours to provide consistent support.

For the long-term stability, better and smooth assessment operation, the Department has recently submitted a re-organization proposal to the district, which outlined staffing needs for the foreseeable future for both Assessment and SSSP program needs, including an Assessment Coordinator, an additional Testing Specialist (instead of replacement of a Testing Technician), and a Program Specialist I, Student Success for NC SSSP assigned to Southwest Center.

Included below is that referenced proposal.

RE: [Proposal for Strengthening Staffing and Services for Student Success and Assessment Services](#)

[Background and Rationale:](#)

As the implementation of Student Success Act of 2012 unfolds, there has been continuous development in Student Success and Support Program (SSSP). Both credit and noncredit SSSP program funding will be based largely on the volume of services provided to students.

As required by SSSP, the District is responsible for providing core SSSP services (assessment, orientation, counseling for education planning, and follow-up with at-risk students) to all students. In particular, all new students are required to partake these services in order to receive registration priority.

With the augmented SSSP funding, the District has taken some personnel actions during 2014-15 in order to implement SSSP mandates at SRJC. These include:

- Five new counselors (four in Santa Rosa, one in Petaluma)
- Increased number of adjunct counselors (for both Santa Rosa and Petaluma)
- Two new Program Specialists (one in Santa Rosa, one in Petaluma)
- One new Evaluation Specialist (within A&R)
- Increase two part-time assessment staff to full-time status (one in Petaluma, one in SR)
- One new STNC testing technician (in Petaluma)
- Two regular, part-time Matric Technicians (at SWC, recently approved at 0.8 FTE; one hiring completed, with the second one in process)

We have been monitoring the progress of SSSP compliance regularly, and our analysis indicates that there are significant gaps that the District still needs to address in order to be fully in compliance with SSSP mandates. This proposal addresses only the needs within Student Success and Assessment Services Department, which includes Santa Rosa, Petaluma, and Southwest Center.

SRJC has started the communication to students regarding SSSP requirements in summer and fall 2014. The mandates become effective in Spring 2015. The volume of placement testing activities is increasing. In fall 2014, 87% of new students accessed assessment services, a significant increase from 78% one year earlier. The goal of our District is to provide assessment services to all nonexempt students (about 97% of all SRJC new credit students) as well as continuing students who yet need to complete assessment requirements. This is the first factor impacting the work load in this department.

Secondly, the Chancellor's Office is developing Common Assessment, a tool for more accurate placement across the CCC system. It is projected to pilot in fall 2015 and to fully launch in 2016. This requires high level of coordination for the Student Success and Assessment Services Department with Office of Institutional Research, IT, as well as Counseling, English, ESL, and Math faculty for training and the implementation of the Common Assessment. This project will require additional time and efforts from both management and staff in this department. The Common Assessment implementation will take place at both Santa Rosa and Petaluma campuses (and possibly at SWC for noncredit ESL assessment).

Thirdly, the CCCC has now started to implement SSSP mandates for noncredit students, similar to credit students. A noncredit program plan needs to be developed and implemented. The first NC SSSP Plan is due to the CCCC in October 2015. The services are to be provided to all

noncredit students in ESL, Elementary and Secondary Basic Skills (College Skills) and Persons with Substantial Disabilities, and other noncredit programs that the District may develop.

At SRJC, the SSSP services for noncredit students (including Adult Education students) is mainly carried out through South West Santa Rosa Center (SWC). SWC has seen the service volume steadily increase during the last three years, and will increase even more dramatically in the next few years with the SSSP mandate and the District's strategic goal to increase noncredit enrollment. The Center had long been staffed with only one regular staff member along with several STNCs, providing admission, registration, assessment, and orientation services for noncredit students at SWC, Petaluma and Santa Rosa Campuses, and other outreach sites. With the support from the District leadership, SWC is expecting two .80 FTE regular staff by the end of March 2015. These Matric Technician positions will help meet the registration and other service needs at SWC and other off-campus sites.

However, the District is still facing a large gap in SSSP service provision to noncredit students. Currently, only a small portion of noncredit students receive orientation, assessment, counseling for education planning, and follow-up services. Moreover, data collection and reporting for noncredit SSSP services is extremely lacking. Much coordination efforts with faculty, staff, administrators, Office of Institutional Research, and IT is needed to resolve these challenges facing the NC SSSP at SRJC. A feasible program plan can then be developed and implemented on all district campuses and sites.

In conclusion, the combination of all the above factors requires that Student Success and Assessment Department increase staffing resources in order to carry out credit and noncredit SSSP mandates and keep the District in compliance with the Student Success Act.

Proposed Student Success and Assessment Services Reorganization

The reorganization of the Student Success and Assessment Services Department aims to reach the following goals:

- Transition smoothly to Common Assessment at both Santa Rosa and Petaluma campuses
- Increase the coordination and testing capacity for assessment at all district sites
- Expand assessment preparation services to SRJC and high school students
- Increase the coordination and service capacity for noncredit SSSP services (assessment, orientation, counseling, education planning, and follow-up with at-risk students) through SWC, including extended office hours.

Currently, our lead Testing Specialist, Parveen Dennis, is carrying out a significant amount of coordination with various departments on assessment related projects, including testing format changes, assessment policy and procedure changes, the new JAM workshops in English and Math both within the District and with high school partners. She has also started learning about Common Assessment, and will be the point person in this coming project for coordination, training, and carrying out implementation details under the direction of the Dean. Because Parveen has already been taking on more coordination role during the past year, and is the most experienced leader worker in this department, it is proposed that Parveen be re-classify as the Coordinator, Assessment and Testing, a position Parveen had held in the past.

This increased level of responsibilities in coordination and daily functions of the assessment services will reduce the time that Parveen may spent on direct assessment testing activities. Combining this factor with the requirement to provide assessment services to all nonexempt new students as well as continuing students, we need to increase the testing capacity. It is proposed that another Testing Specialist position be filled as soon as possible.

For NC SSSP, there is currently no supporting staff to directly assist in resolving the challenges outlined in the “Background and Rationale” section, other than the SWC Student Services Manager, Hector Delgado, who also serves at the noncredit SSSP coordinator. Hector will be working with the Dean to lead the efforts in developing and implementing a District-wide NC SSSP Plan at SWC as well as many outreach sites. This requires an increase time and efforts from Hector in his coordination role. To fill the large service gap the District currently has, and to establish mechanisms to collect and report SSSP service data, the Department is in high need of increased staffing level.

This following list summarizes the staffing increase and reorganization of the Student Success and Assessment Service Department:

- Re-classify Parveen Dennis to Coordinator, Assessment and Testing (Grade N) for daily functions of assessment services and coordination. Parveen is currently compensated at the Grade N level so there will be no additional cost to the District.
- Hire another Testing Specialist to fill the assessment service gap (Grade L). The estimated annual cost is about \$78,000, which will come from the categorical SSSP funds.
- Increase the two 0.8 FTE Matric Tech positions to two 1.0 positions. The estimated cost increase is about \$28,035, which will be provided from the categorical Student Equity funds.
- Hire a Program Specialist I, Student Success, located at SWC (Grade L). The estimated annual cost is about \$78,000, which will come from the categorical SSSP funds.
- Increase counseling services at SWC. This will be coordinated through Counseling Department.

Expected Outcomes

When this proposal is in place, we expect to have:

- Increased assessment capacity to meet SSSP mandates at all district sites;
- Increased coordination and successful implementation in Common Assessment and other assessment projects, including the expansion of JAM workshops, etc. at all district sites;
- Increased service capacity to respond to the educational needs of our communities, particularly the English Language Learner population both at the SWC and other outreach locations;
- Possible Friday service at SWC;
- Increased collaboration between Student Services, Instruction faculty and management, facilities, and IT in the implementation of NC SSSP at all district sites.

Budget Impact:

District General Funds: no impact

SSSP Categorical Funds: \$156,000

Student Equity Categorical Funds: \$28,035 (this is included in the Student Equity Plan)

This proposal has received Cabinet approval in March 2015 and recruitment for these positions are in progress.

At the time of the above proposal, the re-assignment of one of the Testing Specialist to the Coordinator position shall not increase the cost since this staff member is currently being paid at that pay rate. However, the Dean recently was informed that to work out-of-class, this staff member (Parveen Dennis) will receive a 5% pay increase, supported by district general funds. The new Testing Specialist position will be funded by SSSP, and the vacant Testing Technician position will not be filled at this point. The department will re-evaluate the need to fill that position in the future.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	ALL	01	02	STNC Testing Technician		STNC
0001	ALL	01	02	Assessment Coordinator		Classified
0001	ALL	01	02	Project Manager, IT Solutions		STNC

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 facility and technology needs.

2.4c Instructional Equipment and Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment, Software, and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Other	01	02	Projector	2	\$1,500.00	\$3,000.00	Hector Delgado	SWC	Hector Delgado
0001	Other	01	02	laptops	2	\$1,500.00	\$3,000.00	Hector Delgado	SWC	Hector Delgado
0001	Other	01	02	Computerized assessment lab	30	\$1,800.00	\$54,000.00	Li Collier/Hector Delgado	SWC	Li Collier/Hector Delgado
0002	Petaluma	01	02	Add NetSchool control at admin. station	50	\$40.00	\$2,000.00	Li Collier	PC 641	Li Collier
0003	ALL	04	07	Scanners for assessment	3	\$27,000.00	\$81,000.00	Li Collier	SR, PC, SWC	Li Collier

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 are in need of re-structuring.

First of all, the GED conversion to CBT will require some facility adjustments at both Santa Rosa and Petaluma testing centers. The Dean has been working with Facility and Operation, IT, and Petaluma Student Services Office to identify the most cost efficient means to satisfy the new testing center standards set by GED Testing Services and PearsonVue. 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. These adjustments have been completed in Fall 2013.

Second, the computerized testing for GED and CTEP requires additional testing capacities. At Santa Rosa Campus, we have identified Plover 558 as an ideal location. Plans have been made in conjunction with Counseling (since this is currently a counseling classroom), IT, and Facilities, in consultation with DRD, to convert this room to a combination of class/testing room, equipped with new computers. This project was carried out and completed in spring 2014. We are able to achieve this conversion thanks to the increase of SSSP funding for FY 2013/14.

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 2016.

Most urgently we need to upgrade the facility at Southwest Center to accommodate the increase need for programs and noncredit SSSP services with the long-awaited increase of regular staffing at that location. The following proposal was submitted to Facility in March 2015.

How does this program support the District Mission and Strategic Plan:

The SRJC Southwest Santa Rosa Center supports SRJC's mission by cultivating a learning atmosphere through the creative, intellectual, physical, social and emotional development of its diverse student population and community.

It supports the Strategic Plan by meeting the goals and objectives on supporting student success, fostering learning, promoting social equity, serving its diverse communities and improving the facility and technology.

Briefly describe why the existing space is inadequate:

The current space at the SW Center is inadequate in multiple aspects. One is the limitations to conduct confidential matters with students, faculty and staff. For example, there is no space to conduct private conversations in the Student Services Office. This impacts the privacy as well

as the effectiveness of supervising and evaluating classified employees and counseling students.

A second aspect is the limited instructional work space, both classrooms and office space. Faculty does not have sufficient office space to conduct office hours and there is limited work stations for prep work.

The current seven classrooms are well utilized during busy hours, 8:00 am to 12:00 pm and 5:00 to 10:00 pm. These are the times that have been identified by students as the best time to attend classes. Yet there is a high demand from students in ESL, College Skills, Community Ed and Older Adults to offer more classes during these times, primarily ESL and College Skills students have a high interest for the morning and evening classes.

With the anticipation of Noncredit Student Success and Support Program (NC SSSP) implementation, there will be an increased with counseling and support staff needs at the Southwest Center with increased student flow. This will further strain the current facility. The office space in the Student Services and Instructional Offices, as already stated is limited. By not having the proper space, students are not being treated equally as the rest of the District's facilities/campuses.

What are the benefits of program relocation:

The benefits of relocating, configuring and adding additional space are: work efficiency, adhere to confidentiality and increase student engagement, enrollment and retention.

Other benefits of relocating or reconfiguring are compliance with state, federal and college regulations, policies and procedures.

What negative impact(s) would occur if no new space is assigned:

If no space is assigned, then students would not be served properly, faculty would not be able to prepare adequately for classes and staff would not have the space necessary to carry out their key duties and responsibilities.

What are the impact(s) on other programs, if known:

Instruction/Academic Affairs is impacted by not having enough classrooms to offer additional courses that are in great demand with our large student population at the SW Center. Additionally, there is a need for more instructional work stations and office space for faculty to prepare classroom and lecture materials and to meet with students. Student Services, Faculty and support staff will not be able to fulfill NC SSSP mandates for the District.

What facility modifications are required, if known:

The Student Services Office is too small, with very limited space, to hold two current full time positions and two other full time position that are being recruited. Additionally, there are three STNCs and two part-time counselors, for a total of seven faculty and staff. The space is not sufficient to carry out all the key duties and responsibilities. Further, the SW Center enrolls and serves over 6,500 students annually. This large student population has outgrown the current SW Center facility space.

Ideally, additional office space to provide confidential counseling sessions, manager office, extra cubicles (work stations), extra classrooms and additional instruction work space (larger instructional office space), can better meet student needs and comply with state regulations.

What are the budget impacts and additional FF&E (furniture, fixtures and equipment) required:

The NC SSSP funds are neither sufficient nor allowed for facility expenses. Similar restrictions fall under academic programs (ESL, College Skills, Community Ed and Older Adults) at this location. Therefore, we request that the District provide the funding to help this facility meet students' academic and educational needs.

During 2015/16, the Dean and the Manager of SWC have been working with Facilities to fulfill the above needs at SWC. Several proposals have been created and vetted. A

new proposal has emerged recently (May 2016) as part of the Facility Master Planning across the District. The implementation of Common Assessment in fall 2016 adds extreme urgency to establish a computerized assessment lab among other spaces for providing services.

In addition to the assessment lab in SWC, there is urgent need for work space for staff. The current Matriculation/Student Services office is extremely insufficient, with small work stations not being able to accommodate all regular and part-time staff to service students. Noncredit Counseling office is only a shared, make-shift space at SWC. We need to establish a dedicated, confidential, and welcoming office for counseling needs there. SWC Manager also needs a confidential office space to conduct work.

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	%	Other	%
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 17,194 tests during FY 14/15 (Figures for previous years are kept here for comparison).

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

There is a clear trend of assessment volume increase during the last three years. 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
0001	ALL	01	02	To comply with Student Success Act of 2012 on assessment services	Assess all non-exempt students	Initial Fall 2013; ongoing	Increasing STNC budget to provide increased number of sessions in peak testing seasons, evenings, and weekends.
0002	ALL	01	02	To build a knowledgeable and efficient team of testing professionals	Well-trained staff; supportive team work	Initial Fall 2012; ongoing	Funds and time for staff development, including STNC and Student Workers; provided training opportunities to all stakeholders, particularly discipline faculty for Common Assessment
0003	ALL	01	02	To evaluate the implementation of new policies and procedures related to assessment	Monitor the implementation of the placement re-take policy to ensure compliance and fairness	Summer 2014	IT programming/reporting; staff training and time for data tracking/analysis; completed in Summer 2014; collected Math re-take data to address Math faculty concerns about this new policy; Analyzed the re-take data in fall 2015/spring 2016 - reveals very small number of students took advantage of re-take to skip math sequence as faculty perceived; results shared with Math department.
0004	Santa Rosa	01	02	To transition COMPASS platform change and automate Chemistry Diagnostic Review process	Transition smoothly to COMPASS 5 platform and the streamlined online Chemistry Review process, and communicate changes to faculty and students	Summer / Fall 2015	IT coordination and support; completed fall 2015
0005	ALL	01	02	Continue to improve assessment services to meet changing needs and enhance efficiency	Increase collaboration and coordination with other departments; improve JAM session scheduling including targeting special cohorts; upgrade all computers at both SR and PET testing labs	Spring to Fall 2015; ongoing	Computer upgrades are completed for SR and PC, totaling 85 computers; Compensation for English faculty on expanded placement preparation; added College Skills faculty for Math JAM sessions in fall 2015; staff time; IT programming to link JAM session information to e-SARS placement test appointment system - completed fall 2015
0006	Petaluma	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 -conducted student survey in fall 2015; placed placement preparation services at more prominent locations on website; embedded JAM session sign up with placement online sign up.
0007	ALL	01	02	To improve communication with students regarding assessment services	Update Assessment and Placement website information	Spring 2015	Staff time; IT support - completed spring 2016; Department webpages are now in new Drupal format.
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	Ongoing	District support for expanded facility and Internet capability - Internet infrastructure increased 10 fold in fall 2015 with the combination of SSSP and District funds; vending machine installed in 2015/16 to provide convenience to students; facility plan is in development in conjunction with Facility

							Master Planning for Measure H, and in collaboration with Adult Education program.
0009	ALL	01	02	Communicate and Prepare for CAI implementation	Decide on a feasible timeframe for CAI implementation; communicate and engage faculty, IT, and OIR for planning and research	Summer 2015 to Spring 2016	Hired a Project Manager (STNC, reporting to both Li Collier and Don Webb) to better coordinate Student Success IT projects, including CAI; strengthened collaboration among all stakeholders; training for all stakeholders - formed CAI implementation team and provided workshops and webinars to all stake holders during 2015/16; conducted Multiple Measures research in coordination with OIR and IT; formed a backup plan to fill possible gaps between COMPASS exit (November 2016) and CAI availability (Oct./Nov. 2016); pilot testing was conducted for alternative test instruments (Math and ESL) in January 2016; submitted implementation grant to the CCCCCO in spring 2016; obtained agreements from discipline faculty to adopt multiple measure in placement with significant weight along with CAI implementation in fall 2016 and forward, and to conduct competency mappin during summer 2016.

6.2a Program/Unit Conclusions

Location	Program/Unit Conclusions
ALL	<p>The Assessment Services Department has been in personnel and technology transitions during the last few years. Despite the challenges, the Department has managed to meet student needs by providing increased testing services every year since 2012. The Assessment Department will continue to focus on providing excellent services to students and the community, as well as continuing to build a knowledgeable and efficient team of assessment professionals in order to fully meet the service mandate resulted from the Student Success Act of 2012. Long-term planning, collaboration, continued training and team-building is a necessity for the Department for the coming year.</p> <p>In particular, the planning, preparation, and the implementation of the Common Assessment Initiative will require increased collaboration and coordination between this department and other stakeholders. There have been significant achievements in this area. A core CAI implementation team has been established, frequent communications and training opportunities have been provided to faculty and staff, a backup plan in case CAI does not release on time has been developed with alternate test instruments for Math and ESL, and pilot testing for these instruments were conducted in January 2016. Multiple measure research began in fall 2015, and faculty in all departments have become more interested in multiple measure research and practices. They have agreed to adopt more rigorous multiple measures along with CAI implementation for more accurate placement. In short, CAI implementation will be the focus for fall 2016 and spring 2017. A more intermediate term outlook for Assessment is to strengthen partnership with high schools in providing assessment services directly on their sites, and to address service needs for online and international students with the aid of student success technologies.</p>

6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	To comply with Student Success Act of 2012 on assessment services	Assess all non-exempt students	Initial Fall 2013; ongoing	Increasing STNC budget to provide increased number of sessions in peak testing seasons, evenings, and weekends.
0002	ALL	01	02	Continue planning and preparation of Common Assessment Initiative (CAI) implementation for fall 2016.	Faculty and staff training, competency mapping, multiple measures research and adaptation, cut score setting, and full conversion to CAI in 2016/17	Initial Fall 2012; ongoing	Funds and time for faculty / staff development, faculty work in summer 2016; 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.
0005	ALL	01	02	Continue to improve assessment services to meet changing needs and enhance efficiency	<ul style="list-style-type: none"> · Increase collaboration and coordination between Assessment Services and other Student Services and Academic Departments to improve testing services and scheduling efficiency; · 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. 	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
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	Fall 2016 to Spring 2017	Staff time/efforts to establish agreement with new vendor; IT support; coordination with HEP, Accounting, etc.

					Rosa campus to support HEP students and others in the communities.		
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