🏛 Dept SS - (A&R) Assessment › Academic Support Assessment Unit › Program Review

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▼ 🏛 **Dept SS - (A&R) Assessment** ✎

SS 2016-17 Program Review: 2016-17

SS 1a) Program Name: Assessment

SS 1b) Name(s) of the author(s) of this report: Casie Wheat, Andy Huynh, Diana Contreras, Amelia Sanchez, and Eli Lovdahl

SS 1c) Number students served annually & trend increasing, even, decreasing: According to the March 2017 MIS Student Assessment (SA) report, 2015-16, the Assessment Center served 8,600 students in 2016 (total headcount; non-duplicated student count). This count was down 9% from 2015 (9,482). Subject area testing showed a decline of 11% for English and Math, and an increase of 2% in ESL. Also, the SA report documented that De Anza's Annual 2014-2015 assessment test administered count total was 33,814, while the annual 2015-2016 assessment test administered count was 30,585. The complete Academic Year (AY) test count, by test type, is listed below. Data Resource: http://research.fhda.edu/mis_reports/mis_sa_student_assessment/

De Anza College Assessment AY 2014-2015 Test Counts by Test Type

Biology 40A Exam:
-BIOLOGY TEST- 334

Chemistry 1A/Biology 6A Exam:
-CALIFORNIA CHEMISTRY DIAGNOSTIC TEST- 488

Math Assessment:
-Calculus Readiness Test -1,322
-Accuplacer COLLEGE LEVEL MATH- 3,391
-Accuplacer ELEMENTARY ALGEBRA- 4,158
-Accuplacer ARITHMETIC- 1,677

English Assessment:
-Accuplacer READING COMPREHENSION- 6,505
-Accuplacer SENTENCE SKILLS- 6,413
-ENGLISH WRITING SAMPLE- 6,477

ESL Assessment:

-COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT (CELSA)- 1,528

-ESL WRITING SAMPLE- 1,521

De Anza College Assessment AY 2015-2016 Test Counts by Test Type

Biology 40A Exam:

-BIOLOGY TEST- 317

Chemistry 1A/Biology 6A Exam:

-CALIFORNIA CHEMISTRY DIAGNOSTIC TEST- 427

Math Assessment:

-Calculus Readiness Test - 1,255

-Accuplacer COLLEGE LEVEL MATH- 3,007

-Accuplacer ELEMENTARY ALGEBRA- 3,748

-Accuplacer ARITHMETIC- 1,540

Note: The Accuplacer ADA Companion Paper Test ELEMENTARY ALGEBRA (1 test total) and Accuplacer ADA Companion Paper Test ARITHMETIC (1 test total) are included in the above counts.

English Assessment:

-Accuplacer READING COMPREHENSION- 5,752

-Accuplacer SENTENCE SKILLS- 5,681

-ENGLISH WRITING SAMPLE- 5,748

ESL Assessment:

-COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT (CELSA)- 1,558

-ESL WRITING SAMPLE- 1,552

SS 1d) Who are the typical students served by this program? : The Assessment Center serves all students interested in starting the English, ESL and mathematics course sequences and those that would like to demonstrate proficiency in chemistry and biology. The population served is as diverse as the De Anza student body. De Anza's Annual 2015-2016 Assessment Test Administered Count broken down by test and ethnicity (headcount and percentage of total students tested) is listed below. Data Resource: http://research.fhda.edu/mis_reports/mis_sa_student_assessment/

De Anza College Assessment AY 2015-2016 Test Counts by Test Type & Ethnicity (Test Count total: 30,585)

Biology 40A Exam

Total Test Count: 317, Percentage of Total Tests Administered: 1.04 %

Breakdown by Ethnicity of Student:

African-American-9, 2.84 %

American Indian/Alaskan Native- 1, 0.32 %

Asian- 114, 35.96 %

Filipino- 39, 12.30 %

Hispanic- 65, 20.50 %

Multi-Ethnicity- 15, 4.73 %

Not Enrolled- 4, 1.26 %

Pacific Islander- 1, 0.32 %

Unknown- 3, 0.95 %

White Non-Hispanic- 66, 20.82 %

Chemistry 1A/Biology 6A Exam

Total Test Count: 427, Percentage of Total Tests Administered: 1.40 %

Breakdown by Ethnicity of Student:

African-American- 4, 0.94 %

Asian- 269, 63.00 %

Filipino- 11, 2.58 %

Hispanic- 40, 9.37 %

Multi-Ethnicity- 6, 1.41 %

Not Enrolled- 19, 4.45 %

Unknown- 16, 3.75 %

White Non-Hispanic- 62, 14.52 %

Math Assessment - Calculus Readiness Test

Total Test Count: 1,255, Percentage of Total Tests Administered: 4.10 %

Breakdown by Ethnicity of Student:

African-American- 19, 1.51 %

American Indian/Alaskan Native- 1, 0.08 %

Asian- 81, 65.26 %

Filipino - 40, 3.19 %

Hispanic- 108, 8.61 %

Multi-Ethnicity- 37, 2.95 %

Not Enrolled- 52, 4.14 %

Pacific Islander- 4, 0.32 %

Unknown - 39, 3.11 %

White Non-Hispanic - 136, 10.84 %

Math Assessment - Acculacer COLLEGE LEVEL MATH

Total Test Count: 3,007, Percentage of Total Tests Administered: 9.83 %

Breakdown by Ethnicity of Student:

African-American- 73, 2.43 %

American Indian/Alaskan Native- 4, 0.13 %

Asian - 1,356, 45.09 %

Filipino- 177, 5.89 %

Hispanic - 708, 23.55 %

Multi-Ethnicity- 129, 4.29 %

Not Enrolled- 63, 2.10 %

Pacific Islander- 12, 0.40 %

Unknown- 55 , 1.83 %

White Non-Hispanic- 430, 14.30 %

Math Assessment - Accuplacer ELEMENTARY ALGEBRA

Total Test Count: 3,747, Percentage of Total Tests Administered: 12.25 %

Breakdown by Ethnicity of Student:

African-American- 143, 3.82 %

American Indian/Alaskan Native- 12, 0.32 %

Asian- 877, 23.41 %

Filipino- 235, 6.27 %

Hispanic- 1,626, 43.39 %

Multi-Ethnicity- 174, 4.64 %

Not Enrolled- 32, 0.85 %

Pacific Islander- 28, 0.75 %

Unknown- 36, 0.96 %

White Non-Hispanic- 584, 15.59 %

Math Assessment - Accuplacer ARITHMETIC

Total Test Count: 1,539, Percentage of Total Tests Administered: 5.03 %

Breakdown by Ethnicity of Student:

African-American- 87, 5.65 %

American Indian/Alaskan Native- 6, 0.39 %

Asian- 233, 15.14 %

Filipino- 86, 5.59 %

Hispanic- 786, 51.07 %

Multi-Ethnicity- 65, 4.22 %

Not Enrolled- 8, 0.52 %

Pacific Islander- 14, 0.91 %

Unknown- 14, 0.91 %

White Non-Hispanic- 240, 15.59 %

The Accuplacer ADA Companion Paper Test ARITHMETIC (1 test) & Accuplacer ADA Companion Paper Test ELEMENTARY ALGEBRA (1 test) are not included in the Accuplacer computerized test counts.

Math Assessment - Accuplacer ADA Companion Paper Test ELEMENTARY ALGEBRA
Total Test Count: 1, Percentage of Total Tests Administered: 0.00 %
Breakdown by Ethnicity of Student:
White Non-Hispanic 1 100.00 %

Math Assessment - Accuplacer ADA Companion Paper Test ARITHMETIC
Total Test Count: 1, Percentage of Total Tests Administered: 0.00 %
Breakdown by Ethnicity of Student:
White Non-Hispanic 1 100.00 %

English Assessment - Accuplacer READING COMPREHENSION
Total Test Count: 5,752, Percentage of Total Tests Administered: 18.81 %
Breakdown by Ethnicity of Student:
African-American- 178 , 3.09 %
American Indian/Alaskan Native- 11, 0.19 %
Asian- 1,890, 32.86 %
Filipino- 346, 6.02 %
Hispanic- 1,999, 34.75 %
Multi-Ethnicity- 263, 4.57 %
Not Enrolled- 92, 1.60 %
Pacific Islander- 37, 0.64 %
Unknown- 77, 1.34 %

White Non-Hispanic- 859, 14.93 %

English Assessment - SENTENCE SKILLS
Total Test Count: 5,681, Percentage of Total Tests Administered: 18.57 %
Breakdown by Ethnicity of Student:
African-American- 176, 3.10 %
American Indian/Alaskan Native- 11, 0.19 %
Asian- 1,865, 32.83 %
Filipino- 337, 5.93 %
Hispanic- 1,980, 34.85 %
Multi-Ethnicity- 261, 4.59 %
Not Enrolled- 88, 1.55 %
Pacific Islander- 37, 0.65 %
Unknown- 77, 1.36 %
White Non-Hispanic- 849, 14.94 %

English Assessment - ENGLISH WRITING SAMPLE:
Total Test Count: 5,748, Percentage of Total Tests Administered: 18.79 %
Breakdown by Ethnicity of Student:
African-American- 179, 3.11 %
American Indian/Alaskan Native-12, 0.21 %
Asian- 1,880, 32.71 %
Filipino- 342, 5.95 %
Hispanic- 2,002, 34.83 %
Multi-Ethnicity- 264, 4.59 %
Not Enrolled- 91, 1.58 %
Pacific Islander- 37, 0.64 %
Unknown- 79, 1.37 %
White Non-Hispanic- 862, 15.00 %

ESL Assessment - COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT (CELSA):
Total Test Count: 1,558, Percentage of Total Tests Administered: 5.09 %
Breakdown by Ethnicity of Student:
African-American- 15, 0.96 %
Asian- 1,016, 65.21 %
Filipino- 14, 0.90 %

Hispanic- 138, 8.86 %

Multi-Ethnicity- 9, 0.58 %

Not Enrolled- 55, 3.53 %

Unknown- 50, 3.21 %

White Non-Hispanic- 261, 16.75 %

ESL Assessment - ESL WRITING SAMPLE:

Total Test Count: 1,552, Percentage of Total Tests Administered: 5.07 %

Breakdown by Ethnicity of Student:

African-American- 15, 0.97 %

Asian- 1,012, 65.21 %

Filipino- 14, 0.90 %

Hispanic- 136, 8.76 %

Multi-Ethnicity- 9, 0.58 %

Not Enrolled- 56, 3.61 %

Unknown- 49, 3.16 %

White Non-Hispanic- 261, 16.82 %

SS 2a) What is the program Mission Statement?: The mission of the Assessment Center is to provide services to students to be assessed in English, ESL, mathematics, chemistry and biology so they can make informed decisions about registering for course in which they are likely to succeed.

SS 2b) In what ways and to what extent does program assure the quality of its services to students?: The Assessment Center provides direct support services to De Anza students in the following ways:

-Assessment appointment scheduling online, in person and via email;

-Assessment question and answer support, and also referrals to other student services when appropriate, via phone, in person and via email;

-When appropriate, providing testing accommodations and support for Disabled Student Programs and Services (DSPS) students taking the placement test; and

-Proctoring services for English, ESL and math placement, as well as the Biology 40A exam and Chemistry 1A/ Biology 6A exam.

-Ability to Benefit (ATB) Test proctoring for students seeking federal financial aid assistance

Indirect assessment student services include:

-Research, piloting, and implementation of assessment for placement using multiple measures;

-Assessment tool validation studies to review any disproportionate impact; and

-Seeking and maintaining assessment tool approval by the California Community College Chancellor's Office (CCCCO).

The quality of student services is assured via department Student Services Learning Outcomes (SSLOs). Assessment has four (4) active

SSLOs as described below. A full summary of outcomes and program enhancements is reviewed in SS 14c for this program review.

1) Students will make decisions about what placement test to take utilizing information from their educational history.

2) The percentage of students re-testing within six (6) months will decrease.

3) There will be an increase in percentage of students who prepare before testing.

4) There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.

With the adoption of the Common Assessment, a review and revise of Assessment SSLOs will be required (see SS 14d).

SS 2c) In what ways and to what extent does program support College Mission statement?: As a core service of the Student Success and Support Program (SSSP), Assessment ensures appropriate and accurate placement into the English, ESL, and math course sequences so that students can achieve their educational objectives; and thus pursue their goals at De Anza College.

SS 3a) In what ways and to what extent does the program assure equitable access for all students?: Assessment provides placement testing services to our students via the following modes:

1) On campus testing lab services for students that can come to the De Anza campus for the English, ESL, Math, Chemistry and Biology exams;

2) Remote proctoring services for the English and math placement testing for our online and out-or-area students;

3) English and math placement testing at local high schools and adult education schools (organized by Outreach);

4) Students can also request to transfer their Accuplacer raw scores for placement consideration within the English and/or math course sequences at De Anza;

5) De Anza accepts the transfer of Chemistry 1A exam results from Foothill College; and lastly,

6) Assessment works closely with the deans of Language Arts, PSME and BHS when students challenge their placement results to ensure that the student has a voice in their placement within the course sequence.

Placement testing services are dependent upon the portability of the assessment tool; and therefore can limit student access. Currently, the CELSA ESL placement test is not browser based, so the Assessment Center cannot offer this exam outside of the campus testing lab. It is anticipated that De Anza College will adopt the Common Assessment placement test in Fall 2017. The state developed Common Assessment test will operated on a browser based platform, so to ensure portability of the English, ESL and math placement tests. In addition, all California Community Colleges will offer the Common Assessment, so students will only need to take the placement test once; and their raw scores can then be interpreted for placement at each community college that they apply to. Note: Local retest policies will be respected by the State; and thus, students will have the opportunity to retest at De Anza.

Prior to the Common Assessment adoption, the Assessment Center will need to work closely with the PSME and BHS Divisions to provide an alternative for the portability of the locally developed exams--Calculus Readiness Exam, Chemistry 1A/Biology 6A Exam and Biology 40A Exam--to ensure equal access to all De Anza students. Assessment is also responsible for researching and proposing to faculty assessment tools for placement for all student groups. De Anza college, as well as the CCCCO, is still trying to determine appropriate tools to assess international students for placement.

SS 3b) State ways and extent that program encourages personal and civic responsibility.: As a core service of the Student Success and Support Program (SSSP), Assessment ensures appropriate and accurate placement into the English, ESL, and math course sequences so that students can achieve their educational and personal objectives; and thus pursue their goals at De Anza College.

SS 3c)State ways & extent program designs, maintains and evaluates counseling &/or academic advising: Assessment is currently one of the first steps required for students to start their college career at De Anza. Assessment provides student placement results into course sequences so that students can then register for their classes; however, there is a need for Assessment linkages to Counseling and Outreach be stronger for the purposes of clear messaging to students. Assessment will need to work closely with counselors and academic advisors to ensure that students understand: 1) their placement results; 2) assessment policies--recency, retest, and/or challenge options; and 3) next steps to matriculate--orientation, education planning, and registering for courses. There will also be a need for Assessment to become knowledge about Counseling and Outreach practices for the purposes of referring students appropriately to the correct campus resources.

In addition, Assessment will also need to augment its marketing campaign to increase awareness about placement testing, specifically in the areas of: 1) placement testing eligibility; 2) the significance and impact of placement testing and a student's academic career; and 3) the importance of study and preparation prior to testing. Counseling and academic advising can assist with the reinforcement of the above areas. An on-boarding program for new student services staff and subsequent ongoing training sessions on assessment are recommend so to clearly define and regulate the matriculation process for the purposes of serving our students.

SS 3d)State ways & extent program support/enhances student understanding & appreciation of diversity: As a core service of the Student Success and Support Program (SSSP), Assessment ensures appropriate and accurate placement into the English, ESL, and math course sequences so that students can achieve their educational and personal objectives; and thus pursue their goals at De Anza College.

SS 3e) State ways & extent program regularly evaluates admissions & placement practices: Per title v, section 55512a, colleges are required to study the disproportionate impact of assessment instruments utilized for placement. Assessment Center Supervisor Stephen Fletcher, who retired in February 2017, evaluated each assessment tool (listed below) on an annual basis by running statistical analysis and studies:

-Accuplacer Math (College Level, Elementary Algebra, Arithmetic)
-Accuplacer English (Sentence Skills & Reading Comprehension)
-English Writing Sample
-CELSA ESL
-ESL Writing Sample
-Biology 40A Exam
-Chemistry 1A/Biology 6A Exam

In Fall 2017, it is anticipated that the college will adopt the Common Assessment for Math, English and ESL placement testing and the college will discontinue the use of Accuplacer and CELSA. Since Fletcher's retirement, the college has decided that Institutional Research

(IR) will collaborate with Assessment on all validation studies of assessment tools.

Assessment works closely with the deans and faculty in English, ESL, Math, Physics and Biology to maintain processes and practices to ensure accurate placement into the discipline area course sequences. Assessment, alongside IR, will work to produce reports and analysis of assessment data for enrollment planning and student placement trend studies.

SS 3f) State ways & extent program maintain student records securely & confidentially?: The Assessment Center follows FERPA rules and guidelines when processing and handling student records to ensure security and confidentiality.

SS 4a) Have there been any significant staffing changes since the last CPR?: In prior academic years, the Assessment team was made up of one supervisor, one assessment specialist, and two testing technicians. In January 2017, the team received one additional testing technician; and in June 2017, the team will hire for one more testing technician provided for by SSSP funding. Lastly, a new supervisor was hiring in May 2017.

In the coming year, Outreach may plan for a more robust recruiting schedule, which could take the SSSP funded testing technician away from the daily responsibilities of the team. In addition, Assessment will look to the college to evaluate and advise how the Center can do more to support SSSP matriculation efforts.

SS 4b) Are there any significant staffing changes that will be needed over the next five years?: The daily Assessment staffing model* is composed of the following staff shifts and responsibilities:
1) Lab proctor - oversees students while testing; and delivers scores upon completion
2) Front desk staff - answers walk up questions about Assessment; creates/edits testing appointments; answers emails and phones; and general referrals to other student services and campus resources, as appropriate
3) Back desk staff - oversees student check in for each testing session; oversees score upload; English and ESL writing sample filing; English and ESL writing sample manual score entry; Chemistry and Biology Exam scanning and uploading; assessment record upload for priority enrollment; answers emails and phones; and assists in the lab and front desk, when needed
4) Event and Off-Site Placement Testing staff - oversees the set up, proctoring of, and take down of placement testing at event or off-site locations

*This list does not include the responsibilities of the supervisor; when short staffed, the supervisor assumes any and all shifts and responsibilities as listed above.

Significant staffing challenges for Assessment occur when the college hosts off site and/or large group testing outside of the Assessment testing lab. In addition, when a team member assumes the proctor role, he/she has to physically be located inside the lab(s) during all testing sessions to maintain academic integrity; this requirement, can then lead to issues of front desk coverage and the maintenance of workload (score/data upload, exam scanning, filling, communications, and customer service functions).

The college, informed by the De Anza Assessment Committee and also in association with the FHDA Assessment Taskforce, will continue

to research and hold discussions about additional tools for assessment for placement to include, but not limited to: Early Assessment Placement (EAP) results, SATs, ACTs, TOEFL, and a survey of student background, skills, and non-cognitive abilities. Currently, the college is piloting the use of high school transcripts for placement into the math course sequence. This process includes the evaluation of grade point average (GPA), courses taken, and grades earned to determine if a student meets the state recommended decision rules for placement. Pending the acceptance of high school transcript evaluation for placement into De Anza course sequences by department faculty, the Assessment Center may increase its transcript evaluation workload.

Workload for the piloting, adoption, and processing of new assessment tools could increase; thereby creating a potential need for additional staff within the next five years. Lastly, De Anza is a Common Assessment pilot college and will be an early adopter of the Common Assessment Initiative (CAI) platform. It is anticipated that the adoption components, such as, CAI Student Information System (SIS) to Banner integration, student placement validity, and professional development and training on multiple measures for assessment and CAI will result in a significant workload increase.

SS 4b) Are there any significant staffing changes that will be needed over the next five years?: This is a repeated question.

SS 5a) Have there been any significant facility changes since the last CPR?: No.

SS 5b) Are there any significant facility changes that will be needed over the next five years?: The Assessment Center is located on the first floor of the RSS Building. The Center is composed of a front desk reception, back office area, testing lab, supervisor's office and storage room. Anecdotal feedback from students regarding the current Center layout include:
1) Confusion between where to check in with the Assessment staff for appointments and where the placement testing actually occurs (currently, students walk into the RSS Building and are then told to go back outside and line up in front of external testing lab doors); and
2) Limited to no visibility of the front reception and the staff stationed there.

Recommendations for improvement include: signage on both the internal and external RSS doors; directional arrows to distinguish between the Assessment front desk reception and the Assessment testing lab location; and the reconfiguration of the front desk reception furniture to augment the assessment staff presence.

Feedback from faculty and staff also reflect the same sense of limited visibility and an overall lack of understanding of Assessment functions. In addition, the Assessment team can feel isolated when sitting at the front reception area as one cannot see beyond the single point of entry. Comments for improvement from the campus include:
1) Better marketing visuals/signage to clearly document assessment policies (retest policy, test eligibility, etc.); and
2) The request to make the center more approachable and welcoming.
The Assessment Center is often the first point of contact for new De Anza students; and thus, the structure of the Center should reflect its purpose and function.

Lastly, the back office area is where the four Assessment team desks are located. In June 2017, the team will grow to consist of five team members. The Assessment team would like to request the reconfiguration of the space so to make more working space for the growing

team. The back office area is also where English and ESL essay readers sit and grade essays. There will no longer be a space for the essay readers to sit with the addition of one more team member. The storage room will be converted to the essay readers' new location. Additional amenities will be requested to make the storage room a more appropriate space for faculty to work.

SS 6a) Have there been any significant equipment changes since the last CPR?: No.

SS 6b) Are there any significant equipment changes that will be needed over the next five years?: In anticipation of the Common Assessment adoption, Assessment will request the acquisition of the following equipment:
1) The Assessment team will need scanners located at each desk for the purposes of scanning essay results. Also, if the college adopts additional assessment tools, such as high school transcripts, the EAP, SATs, etc., the team will also increase its need for the ability to scan documents from each desk; and
2) Additional monitors for each assessment team member to assist with assessment data entry and review, and also assessment record documents for evaluation.
3) Should the Language Arts essay readers continue to sit inside the Assessment Center, they will need computers with internet access for the purposes of working off of the CAI browser based platform.

SS 7a) Have there been any significant operational cost changes since the last CPR?: No.

SS 7b) Will any significant operational cost changes be needed over the next 5 years? : Projected additional operational costs incurred over the next five years will be related to the Common Assessment adoption and SSSP requirements:

1) eSARS Assessment Appointment System-- The current online appointment system is programmed to allow only those students that have no placement records in Banner to book an appointment. The appointment system will need to be reprogrammed to reflect the new FHDA district retest policy rules (to be implemented after Fall census date).

2) Placement Test Preparation Program--The CAI promises to provide student test preparation materials/study guides; however, there will be an opportunity for discipline faculty to develop a more robust and in-depth tests preparation resource. Funding should be available to pay faculty to develop study guides and practice tests for the purposes of assisting De Anza College students to be prepared for their placement tests.

3) Accuplacer Test Platform Retirement, Housing for Custom Exams & Digitization of Custom Exams--The Accuplacer test platform currently houses De Anza's custom exams, or locally developed placement exams (Calculus Readiness Exam and Biology 40A Exam). Assessment will need to find another platform for these digitized exams to be housed. Should ETS be unable to create a platform, Assessment may need to contact a vendor to provide the service. In addition, the Chemistry 1A/Biology 6A Exam is copy written material owned by the American Chemical Society, which De Anza cannot digitize without permission. If a locally developed exam can be created by faculty, the exam can then be created into a digital format. This would allow Assessment to proctor the exam alongside the other digitized tests and exams so to increase exam offerings. Funding for the development of a local Chemistry 1A/Biology 6A Exam and the digitization of the exam will be requested.

4) With the adoption of the new assessment tools and policies, Assessment will need to intensify its marketing efforts, so to ensure the clear and correct communication of Assessment policies and procedures. Recommended marketing materials to be produced include: large printed policy posters; website update to include interactive tools, such as YouTube like videos to convey information to students; and handouts that clearly inform students about assessment resources (i.e. test preparation, how to make an appointment, how to understand results, next steps after assessment completion, and retest policy). Also, funding will be requested to fund an outreach assessment student worker that can assist with peer education on assessment and SSSP matriculation processes.

Should Foothill be interested in projects 1, 2, and 3 (as listed above), these projects can be considered a joint District CAI adoption initiative.

SS 8a) Have there been any significant organizational alignment changes since the last CPR?: Prior to February 2017, the prerequisite clearance process was overseen and processed by the Assessment Center Supervisor. The prerequisite clearance process is now under the purview of Evaluations. Also, Assessment will align more with Institutional Research to:
1) complete assessment tool validation studies;
2) explore and researach additional measures for assessment; and
2) plans for the adoption of the Common Assessment (CAI SIS to Banner).

SS 8b) Are there any significant organizational alignment changes that will be needed over the next : The Assessment team will need to work more closely with the following departments to implement state mandates and regulations:

-Counseling and Outreach:
1) To augment learning community and cohort recruitment efforts for programs with assessment eligibility requirements;
2) To provide professional development and training for counselors and academic advisors on assessment procedures and policies for placement; and
3) To inform the Assessment team about Counseling and Outreach processes for the purpose of being knowledgeable about student referrals to other departments.

-Educational Technology Services (ETS) and IR:
1) To ensure successful integration of the CAI SIS and Banner;
2) To research, pilot, and implement any new assessment tools used for placement;
3) To design and produce assessment data for enrollment planning purposes; and
3) To complete the eSARS Assessment Appointment System project, develop the specifications for a Placement Test Preparation Program, oversee the Accuplacer Test Platform Retirement, Housing for Custom Exams & Digitization of Custom Exams, and assist with the customization of assessment messaging on MyPortal and other student focused informational platforms.

SS 9a) Have there been any significant changes in regulations/laws/policies since the last CPR?: Assessment for placement in the California Community College (CCC) system is in a state of drastic change. The state has linked SSSP funding to the adoption of the Common Assessment. CCC's are now required to: 1) administer the Common Assessment; and 2) redefine and establish the use of

multiple measures, or assessment tools, for placement for all students. Because of these significant changes, each college must reinvent their placement models, policies, and procedures. These efforts will largely be led by the Assessment Center supervisor and the Assessment team.

Per title 5, section 55502(a), colleges are required to employ multiple measures "when using an English, Mathematics, or ESL assessment test for placement." Currently, the college uses a single measure for placement:

-Math Assessment - Accuplacer (College Level, Elementary Algebra, Arithmetic)
-English Assessment - Accuplacer (Sentence Skills & Reading Comprehension) & Writing Sample
-ESL Assessment - CELSA & Writing Sample

The Assessment Center is piloting the use of high school transcripts for placement into the math course sequence. This process includes the evaluation of GPA, courses taken, and grades earned to determine if a student meets the state recommended decision rules for placement. The evaluation process will require Assessment to obtain high school transcripts from students, which can be done in two ways:
1) upon math placement test completion, the Assessment Center supervisor will send a list of CCCIDs to CalPASS+, the state maintained database for California high school transcripts, to determine pilot eligibility; or
2) with the implementation of a marketing campaign to submit high school transcripts to Assessment, the Assessment supervisor will complete the high school transcript evaluation.

With the adoption of the Common Assessment by the FHDA District, De Anza and Foothill should continue to explore the alignment of multiple measures of assessment tools for placement; as the CAI platform will display all placements that a student has earned for all colleges that the student has completed an application for. Should the department faculty at each college approve the same assessment tools and decision rules, the FHDA District could look to standardizing assessment policies and practices across the District.

SS 9b) State significant changes in regulations/laws/policies affecting program over next 5 years.: The following State changes will impact Assessment over the next five years:
1) SSSP Funding: The CCCCO has linked SSSP funding to the adoption of the Common Assessment
2) The enforcement of the use of multiple assessment tools for placement: the college, informed by the De Anza Assessment Committee and also in association with the FHDA Assessment Taskforce, will continue to seek out additional tools for assessment for placement to include, but not limited to, Early Assessment Placement (EAP) results, SATs, ACTs, TOEFL, and a survey of non-cognitive abilities.

SS 10a) State any significant professional development activities for the program since last CPR.: Since 2014, De Anza has been a pilot college for the Common Assessment Initiative (CAI). As a pilot college, De Anza has access to the CAI development platform, and can provide feedback to the CAI project leadership and the college community. In addition, De Anza is responsible for recruiting volunteer students, planning for and hosting Common Assessment student testing sessions, and data reporting of testing results to the CAI.

SS 10b) State any significant professional development needs for the program for the next 5 years.: As Assessment policies change and evolve, the Assessment Center staff should attend professional development conferences such as: IEPI Assessment Related Conferences, California Community College Assessment Association Regional Meetings, CAI Professional Development events, the RP Group Conferences, the Elucian Banner Conference, and the 3CBG Conference. In addition, the Assessment team should learn more about CCC Counseling for the purposes of being more knowledgeable about the SSSP matriculation processes. Lastly, the former Assessment Center Supervisor Stephen Fletcher sat on the CAI Advisory Board prior to his retirement; and the new Assessment Center Supervisor Casie Wheat will request to sit on the CAI Advisory Board.

SS 11a) Have there been any significant curriculum since the last CPR?: n/a

SS 11b) State any significant curriculum issues that will affect the program over the next 5 yrs.: n/a

SS 11c) State the aggregate student success rate in the instructional portions of the program?: n/a

SS 11d) State gap of student success rates with targeted groups.: n/a

SS 12a) Have there been any other significant program changes since the last CPR?: The assessment center supervisor retired in February 2017. Since then the Assessment Team operates largely on an "oral tradition" of policies and procedures. Moving forward, it will be a Center priority to document all assessment policies and practices for the purposes of:
1) Preserving the institutional and staff knowledge base;
2) Ensuring staff cross-training on all work responsibilities, as appropriate to the staff job description;
3) Enabling consistent and correct communications with internal college staff and external public inquiries; and
4) Implementing proactive customer service initiatives.

SS 2b) Are there any other significant issues that will affect the program over the next five years?: Significant issues that will impact the program over the next five years include:
1) CAI pilot college responsibilities
2) Adoption of the Common Assessment
3) Integration of the CAI platform and FHDA Banner Systems
4) Research and adoption of multiple assessment tools for placement
5) Collaboration between De Anza and Foothill on District Assessment policies and practices
6) Collaboration between Assessment and IR to produce assessment tool validation studies, previously completed by the Assessment center supervisor position

SS 13a) How will the new 3SP orientation requirements affect the program over the next five years?: n/a

SS 13b) How will the new 3SP assessment requirements affect the program over the next five years?: Significant SSSP Assessment requirements that will affect the program over the next five years include:
1) Adoption of the Common Assessment
2) Integration of the CAI platform and FHDA Banner Systems
3) Research and adoption of multiple assessment tools for placement
4) Collaboration between De Anza and Foothill on District Assessment policies and practices

SS 13c) Effect of the new 3SP student education planning requirements over next 5 years.: n/a

SS 14a) What are the current/active program outcome statements?: Assessment has four (4) active Student Services Learning Outcomes (SSLO) statements:

1) Students will make decisions about what placement test to take utilizing information from their educational history.
2) The percentage of students re-testing within six (6) months will decrease.
3) There will be an increase in percentage of students who prepare before testing.
4) There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.

SS 14b) How many SSLO/SLO statements have been assessed since the last CPR?: All four SSLOs were assessed in Fall 2016 for AY 2015-2016.

SS 14c) Summarize the outcomes assessment findings and resulting program enhancements since last CPR: A summary of each Assessment SSLO outcome and resulting program enhancement is listed below:

#1. Students will make decisions about what placement test to take utilizing information from their educational history.

-Outcome:
In 2014-15, a post-placement test survey was embedded in the Accuplacer English and Math tests. 3,106 students took the English placement test. Four of those students received an ESL Test Recommended result. 5,115 mathematics placement tests were administered. Of the students who tested, 35 took four tests, 247 took three tests and 1,462 took two tests. While taking two tests may be attributed to ambiguities between De Anza and high school curricula, taking three or four tests shows students' limited ability to evaluate their understanding in mathematics. Consequently, most of the 3,410 students were able to use their educational history to make decisions about the mathematics placement test. The same is correct about students choosing English versus ESL tests.

-Program Enhancement:
Assessment met the target of 60% of students having the ability to make a decision about course selection based upon information obtained from placement testing. Based on these findings, Assessment maintained the right of the student to self-select their starting math level.

In 2015-16, a 10-question pre-test Language Arts survey was implemented to provide a student with the ESL or English placement test. With the retirement of the Assessment Center supervisor, the results of the survey have yet to be analyzed. However in 2017-18, the survey data collected will be reviewed for the purposes of further informing Assessment and Language Arts on how to distinguish a student's ESL or English pathway.

Note: With the anticipated adoption of the Common Assessment in Fall 2017, the survey will no longer be utilized as it will replaced with a CAI student background survey that will branch a student into ESL or English.

#2. The percentage of students re-testing within six (6) months will decrease.

-Outcome:
Assessment met the goal of having less than 20% of students retesting. Using the district database, Assessment calculated the percentage of incoming students for the 2015-16 Academic Year who tested between June 2015 and October 2015 and retook the English and mathematics assessments. Of the 3,072 students who took the mathematics placement test in June-October 2015, 264 retested (9%). Of the 2,825 students who tested in English between June and October 2015, 58 (2%) retested.

-Program Enhancement:
The purpose of the SSLO was to analyze the retest policy for the purposes of encouraging students to enroll in courses, instead of retaking placement tests. Based on the data, students are not retesting as often. Other data indicates they are enrolling in courses. After the Fall 2017 census date, the Foothill-De Anza Community College District will adopt a district-wide retest policy. This SSLO and goal will be deactivated with the implementation of the new retest policy. Further analysis of the impacts and outcomes of the policy change will be sought out to further educate assessment policy.

#3. There will be an increase in percentage of students who prepare before testing.

-Outcome:
Assessment did not meet the goal of 75% of students preparing for their assessment tests before testing. A post-test survey was embedded within the Accuplacer English and Math placement tests. Of the 7,197 students who took the placement tests in 2015-16, 3,236 students indicated they had studied/prepared before taking the tests. This number indicates that 45% of students are doing some level of preparation before testing.

-Program Enhancement:
While the online and in-person appointment system process is set to promote the need to prepare before taking tests, less than half are preparing. Based on the work of Outreach in the high schools, one possible way to change this is to better inform students about the consequences of placement testing in terms of course enrollment and finances. The challenge, though, is that the current model of matriculation is placement testing then orientation then education plan. With the adoption of the Common Assessment in Fall 2017, Assessment will have to: 1) develop, market and make available the new Common Assessment test preparation materials for students; 2) determine a way to measure student test preparation rates as the Accuplacer platform will be retired; and then 3) measure student test preparation rates. This SSLO will temporarily be suspended until the adoption of the Common Assessment is complete.

#4. There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.

-Outcome:
Assessment did not meet the goal of 75% of students enrolling in the recommended class within two quarters of taking their assessment

tests. Of the 3,072 students who took the mathematics placement test between June 2015 and October 2016, 1,793 (58%) enrolled in the recommended mathematics course during 2015-16. Of the 2,825 students who took the English placement test, 1,899 (67%) enrolled in the recommended English course during 2015-16. Based on the data analysis, it is apparent that students either enroll in mathematics or English courses based on their placement test or they do not.

-Program Enhancement:
The SSLO statistics reported reflect enrollment in the recommended placement course, but the analysis shows that for those students who enrolled in the initial course, they continued on in the sequence. Consequently, enrolling in the first course is critical to enrolling in subsequent courses.

Pending the adoption of the Common assessment platform, there is a potential to see an increase in enrollment of students upon assessment completion. The CAI provides placement based on discipline faculty developed competency maps, which will replace the discipline area assessment cut scores. The new CAI assessment diagnostic results coupled with the use of multiple assessment tools for placement could result in the inclusive capturing of the students' skill set, and thus the student will be placed more accurately and more likely to enroll in and complete the course sequence. This SLO will temporarily be suspended until the Common Assessment is adopted.

SS 14d) What are the program outcome assessment plans for the next five years?: Assessment will maintain the below Student Services Learning Outcomes (SSLO) statement:
#1: Students will make decisions about what placement test to take utilizing information from their educational history.

With the adoption of the Common Assessment, the below SSLOs will be temporarily suspended:
#3: There will be an increase in percentage of students who prepare before testing.
#4: There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.

Lastly, with the implementation of the FHDA district-wide retest policy, Assessment will deactivate the below SSLOs:
#2: The percentage of students re-testing within six (6) months will decrease.

SS 15) Analysis of the program from last CPR to now to 2018-19.: The Assessment Center has adapted with the changing state regulations and has also changed to meet the needs of the De Anza College campus and community. The immediate goals for Center improvement include:
1) Preparing for the Common Assessment and CAI systems;
2) Researching, adoption, and implementing the use of multiple assessment tools for placement; and
3) Completing the validation studies for each assessment tool for placement.

These top three initiatives will require the an extensive overhaul of the currently established Assessment processes and the creation of new adaptive policies. In addition, Assessment staff, Student Services, and Instruction will need to be informed and trained on all assessment for placement changes. The reface and re-branding of Assessment will be a collaborative and inclusive effort. Assessment will need to partner with ETS and IR, Foothill College, and also Instructional Services to ensure the successful integration of assessment

changes. Lastly, and most importantly, De Anza students will need to be informed and prepared to take their assessments for placement at De Anza College.

SS 16a) Name of the Division and the names of the programs.:

SS 16b) Who wrote the Divisional Perspective?:

SS 16c) Summarize the CPRs written by the programs of the Division.: