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

▼ 🏛 Dept SS - (A&R) Assessment   ✎

SS Program Review Reporting Year: 2017-18

SS 1a) Program Name: Assessment

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

SS 1c) Number students served annually & trend increasing, even, decreasing: The Assessment Center serves those students interested in enrolling in Math, English or ESL course sequences; and by offering science exams that allow students to satisfy prerequisites by exam credit. The primary assessment for placement services includes placement testing for Math, English and ESL and high school transcript assessment piloting for Math, English and Reading. Because placement test activity can be an indicator of enrollment it is anticipated that as the college witnesses a decline in enrollment, the Assessment Center will also have a decrease in number of students served and tests/exams proctored.

According to the 2016-17 MIS Student Assessment (SA) Report, in fiscal year (FY) 2017, the Assessment Center proctored 29,343 placement tests and science exams for a total of 8,178 students (headcount). While in 2016, the total tests/exams proctored was 30,653 and the student headcount was 8,616; and 33,844 tests and student headcount was 9,492 in 2015. Assessment witnessed an average overall 7% decrease in services from FY2015 to 2018.

Foothill-De Anza District Institutional Research & Planning's (IRP) December 2017 report, Assessment for course placement activity as a predictor of first-time student enrollment: Trend analysis of student headcounts for De Anza College and Foothill College, 2013 to 2017 found that De Anza has witnessed a significant 18% decline in the number of students or applicants who took at least one placement test between 2013-14 and 2016-17. IRP's analysis contributed the decline in placement test activity to two potential factors:
1) Fall term is a major driver for assessment activity at De Anza; and
2) The decline in headcount for test placement activity for first-timers at De Anza during the months of April and May signal possible issues with the effectiveness of outreach efforts to feeder high schools.

Moreover, the study's trend analysis of first-time students who took at least one placement test during the high school testing season also showed a significant decline in the number for students who
(a) began attending the college in the summer term,
(b) were 19 years or younger, and

(c) recently graduated from high school.

Furthermore, there was also a decline in the number of California residents who took at least one placement test at De Anza. Lastly, the study verified that there was a strong correlation between the number of recent high school graduates who take at least one placement test during the outreach season and registration in the following summer or fall term.

In 2017-18, the Assessment Center continued its partnership with Outreach to offer placement testing to local feeder high schools. In an effort to augment high school testing efforts by increasing the number of sites visited for placement testing from thirty sites in 2016-17 to forty sites in 2017-18. The 2017-18 Outreach testing season started in February 2018 and will continue through June. As of March, more than 360 students took the English and math tests at Outreach Placement Testing events. The total number of high school students served will be known at the end of the outreach testing season.

In October 2017, the Foothill-De Anza District adopted a placement test retest policy (http://www.deanza.edu/admissions/placement/retest.html). An initial review of the Fall Quarter retest counts concluded that when averaging the retest rate for the math tests levels, about 11% of retest eligible students attempted a math placement for a second time; 11% of students retested in English Writing; 16% of students retested in Reading; and 14% of students retested in ESL. Prior to October 2017, De Anza did not have a formal retest policy and the large majority of students were offered only one attempt at each test. It is anticipated that the amount of students attempting the placement test for a retest will increase in the future as students become more aware of the retest policy.

Table 1. De Anza Retest Counts October 9, 2017 to January 19, 2018.

Test

Description Head Count
Oct. 9 2017-
Jan. 19 2018
Retester Head Count
# of Retests Given
De Anza Foothill* Total
2CAG Accuplacer Elementary Algebra 392 35 (9%) 35 0 35
2CAR Accuplacer Arithmetic 184 16 (9%) 16 0 16
2CCL Accuplacer College Level Math 369 41 (11%) 40 2 42
2CAL De Anza Calculus Readiness 279 46 (16%) 46 n/a 46
2CSS Accuplacer Sentence Skills 688 78 (11%) 77 2 79
2CRD Accuplacer Reading 719 114 (16%) 113 2 115
2CES CELSA (ESL) 364 51 (14%) 51 n/a 51
* Retest at Foothill, score transferred to De Anza.

As mandated by Title V, 3SP guidelines, and Assembly Bill 705, the colleges are required to assess students via multiple measures and use high school transcript data as a primary assessment tool by Fall 2019. The high school transcript (HST) assessment program is a service provided to students by the Assessment Center. De Anza's HST assessment pilot programs for math, English writing, and reading placement began in 2016-17 and conversations will continue with discipline departments, to include ESL as well, as the state publishes additional implementation guidance.

The current design of all HST assessment pilots require students to 1) take the placement test and 2) submit a high school transcript to the college or have transcript data available in CalPassPlus before becoming eligible to earn an HST placement. The math HST assessment pilot began in June 2017 for all students. Between July 2017 and March 2018, the Assessment team has provided about 650 math HST placements. The English writing and reading HST assessment pilots began in February 2018 to coincide with the start of the Outreach testing season. Since the pilot start, the Assessment team has assessed about 400 transcripts for English Writing and Reading course placement. It is anticipated that the number of HST assessment results processed by the Assessment Center will increase by Fall 2019.

In January 2018, the Assessment began using SARS to count student point of contacts. From Winter Quarter start (January 8) through March 28, the Assessment assisted students with the following services:
• Manual creation of 1,285 Language Arts (English, ESL), Math placement testing and Biology 6A and Chemistry1A/Biology6A exam appointments
• Served 100 students in the Drop In Afternoon/Evening Program (program started January 8, 2018)
Mode of Service Provided by Assessment (Total: 2,641)
• Student Questions responded to via email/phone – 1,132
• Walk-in Questions at the Front Desk – 1,187
• Processing of assessment services (High school transcript assessment, Score Transfer Request, Score Release Request, Remote Proctor Request) – 322
While the Assessment team began the SARS productivity protocol in January 2018, it is anticipated that the trends for requests for assistance from students will increase in spring, summer and fall terms to match Assessment's peak testing season.
Data Resources:
2016-17 MIS Student Assessment (SA) Report http://research.fhda.edu/mis_reports/mis_sa_student_assessment/

Assessment for course placement activity as a predictor of first-time student enrollment: Trend analysis of student headcounts for De Anza College and Foothill College, 2013 to 2017
http://research.fhda.edu/mis_reports/mis_sa_student_assessment/_Assessment_trends_2017.pdf

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 2016-2017 Assessment Test Administered Count broken down by test and ethnicity (headcount and percentage of total students tested) is listed below*:

California Community Colleges Chancellor's Office -
Assessment Summary Report

Annual 2016-2017 Annual 2016-2017
Assessment Test Administered Count Assessment Test Administered (%)
De Anza Total 28,885 100.00 %
BIOLOGY40A EXAM
BIOLOGY TEST-5413 Total 313 1.08 %
African-American 8 2.56 %
Asian 110 35.14 %
Filipino 32 10.22 %
Hispanic 74 23.64 %
Multi-Ethnicity 19 6.07 %
Not Enrolled 2 0.64 %
Unknown 5 1.60 %
White Non-Hispanic 63 20.13 %

ESL PLACEMENT TEST (Computerized CELSA Test & Writing Sample)
COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT (CELSA)-1074 Total 1,627 5.63 %
African-American 22 1.35 %
Asian 1,086 66.75 %
Filipino 8 0.49 %
Hispanic 168 10.33 %
Multi-Ethnicity 7 0.43 %
Not Enrolled 34 2.09 %
Unknown 40 2.46 %
White Non-Hispanic 262 16.10 %
ESL WRITING SAMPLE-5015 Total 1,620 5.61 %
African-American 22 1.36 %
Asian 1,079 66.60 %
Filipino 8 0.49 %
Hispanic 168 10.37 %
Multi-Ethnicity 7 0.43 %
Not Enrolled 34 2.10 %
Unknown 40 2.47 %
White Non-Hispanic 262 16.17 %

MATH PLACEMENT TEST (4 test levels)
CALCULUS TEST-5401 Total 1,310 4.54 %
African-American 20 1.53 %

Asian 861 65.73 %

Filipino 32 2.44 %

Hispanic 124 9.47 %

Multi-Ethnicity 40 3.05 %

Not Enrolled 39 2.98 %

Pacific Islander 1 0.08 %

Unknown 36 2.75 %

White Non-Hispanic 157 11.98 %

CPT COLLEGE LEVEL MATH-1046 Total 2,822 9.77 %

African-American 58 2.06 %

American Indian/Alaskan Native 2 0.07 %

Asian 1,250 44.29 %

Filipino 156 5.53 %

Hispanic 681 24.13 %

Multi-Ethnicity 139 4.93 %

Not Enrolled 34 1.20 %

Pacific Islander 9 0.32 %

Unknown 35 1.24 %

White Non-Hispanic 458 16.23 %

CPT ELEMENTARY ALGEBRA-1056 Total 3,594 12.44 %

African-American 135 3.76 %

American Indian/Alaskan Native 4 0.11 %

Asian 836 23.26 %

Filipino 222 6.18 %

Hispanic 1,573 43.77 %

Multi-Ethnicity 179 4.98 %

Not Enrolled 39 1.09 %

Pacific Islander 23 0.64 %

Unknown 33 0.92 %

White Non-Hispanic 550 15.30 %

CPT ARITHMETIC-1055 Total 1,542 5.34 %

African-American 81 5.25 %

American Indian/Alaskan Native 4 0.26 %

Asian 222 14.40 %

Filipino 79 5.12 %

Hispanic 823 53.37 %

Multi-Ethnicity 60 3.89 %

Not Enrolled 14 0.91 %

Pacific Islander 12 0.78 %

Unknown 12 0.78 %

White Non-Hispanic 235 15.24 %

ENGLISH PLACEMENT TEST (Reading test, Writing test & Writing Sample)

CPT READING COMPREHENSION-1053 Total 5,377 18.62 %

African-American 166 3.09 %

American Indian/Alaskan Native 8 0.15 %

Asian 1,694 31.50 %

Filipino 314 5.84 %

Hispanic 1,935 35.99 %

Multi-Ethnicity 267 4.97 %

Not Enrolled 59 1.10 %

Pacific Islander 36 0.67 %

Unknown 57 1.06 %

White Non-Hispanic 841 15.64 %

CPT SENTENCE SKILLS-1054 Total 5,315 18.40 %

African-American 166 3.12 %

American Indian/Alaskan Native 8 0.15 %

Asian 1,674 31.50 %

Filipino 309 5.81 %

Hispanic 1,913 35.99 %

Multi-Ethnicity 263 4.95 %

Not Enrolled 59 1.11 %

Pacific Islander 35 0.66 %

Unknown 57 1.07 %

White Non-Hispanic 831 15.63 %

ENGLISH WRITING SAMPLE-5155 Total 5,365 18.57 %

African-American 168 3.13 %

American Indian/Alaskan Native 8 0.15 %

Asian 1,688 31.46 %

Filipino 314 5.85 %

Hispanic 1,937 36.10 %

Multi-Ethnicity 264 4.92 %

Not Enrolled 58 1.08 %

Pacific Islander 35 0.65 %

Unknown 57 1.06 %

White Non-Hispanic 836 15.58 %

*Note: The CCCCO's Data Mart did not provide a breakdown of students served by ethnicity for the Chemistry 1A/Biology 6A Exam.

Data Resource: http://datamart.cccco.edu/Services/Assessment_Summary.aspx

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 and student matriculation question and answer support, and also referrals

to other student services when appropriate, via phone, in person and via email
-Proctoring services for English, ESL and math placement
-Proctoring services for the Biology 40A exam and Chemistry 1A/ Biology 6A exam
-Assessment results data entry/upload
-High School Transcript Assessment for English, Reading and Math
-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
-Seeking out and maintaining assessment tool approval by the California Community
College Chancellor's Office (CCCCO)
-Assignment and coordination of testing technicians to Outreach High School Testing
events during the Outreach testing season
- Assignment of testing technicians and support for special population testing events
(International Student Program, DSPS, Annual Open House, etc.)
- Placement testing count reports to the PSME and Language Arts deans
- Placement testing coordination with ISP and test results reporting

The quality of student services is assured via department Student Services Learning
Outcomes (SSLOs). A full summary of outcomes and program enhancements is reviewed
in SS 14c for this program review.

**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-of-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 raw test scores for placement consideration
within the English, ESL, and math course sequences at De Anza;
5) De Anza accepts the transfer of Chemistry 1A exam results from Foothill College;
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;
7) High school transcript assessment for placement;

8) Placement test score release; and

9) Evening Drop In Testing Program for those students that cannot attend the regularly scheduled 9AM and 1PM testing sessions.

Placement testing services are dependent upon the portability of the assessment tool; and therefore can limit student access. Currently, the Math and English placement tests and Biology 40A exam are browser based so the students can take these tests/exams with internet access. The developers of the CELSA ESL placement test and Chemistry 1A/Biology 6A exam do not currently offer browser based testing platforms, so the Assessment Center cannot offer this exam outside of the campus testing lab.

Per Title V, the college must validate assessment tools. Currently, the California Community College Chancellor's Office (CCCCO) has temporarily put a hold on assessment tool validation studies in light of Assembly Bill (AB) 705 mandated changes. It is anticipated that validation studies will resume after the AB 705 mandated adopted deadline of Fall 2019. In addition, colleges are required to analyze assessment for placement practices for potential disproportionate impact at the local level. During the 2017-18 academic year, the college's assessment for placement tools have been studied for disproportionate impact during conversations surrounding multiple measures and AB 705 changes.

While the college works to meet AB 705 mandates of high school transcript assessment for placement, Assessment will continue to host conversations surrounding equitable access to assessment tools for all students via the Common Assessment/Multiple Measures Assessment Project (CAI/MMAP) Steering Committee (www.deanza.edu/gov /academicsenate/camm.html). Many re-entry, adult, and international students will not have high school transcripts available at the time of assessment. Additional assessment tools for placement include nationally and internationally proctored standardized exams (ACT, SAT, TOEFEL, IELTS), counselor or discipline faculty – student interview, self-placement, background/skills survey, etc. Assessment will continue to research and propose additional assessment tools for discipline faculty consideration.

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 continues to be one of the first matriculation steps for students. In prior years, the Assessment Center struggled to inform students and the campus partners about the complicated placement testing rules. The lack of Assessment and placement test awareness and knowledge resulted in the distribution of misinformation which impacted student success.

During the 2017-18 academic year, Assessment established linkages to Counseling and

Outreach for the purposes of clear messaging and placement testing. On a quarterly basis, the assessment center supervisor presented at the Counselors In-Services to provide assessment updates and shared newly created materials with hopes to better inform students about placement testing before students attended a testing session. Onboarding materials included:

• Placement Testing for Internationals Students http://www.deanza.edu/admissions/placement/pdf/isp_placementtestinfo.pdf
• English and ESL Placement Test Overview & Instructions
http://www.deanza.edu/admissions/placement/pdf/dalab_english_esl_instructions.pdf
• Math Placement Test Overview & Instructions
http://www.deanza.edu/admissions/placement/pdf/dalab_math_instructions.pdf
• Biology 40A Exam
http://www.deanza.edu/admissions/placement/pdf/da_lab_bio40a_instructions.pdf
• Chemistry 1A/ Biology 6A Exam
http://www.deanza.edu/admissions/placement/pdf/lab_chem1abio6a_instructions.pdf
• ESL Placement Test Rules & Test Process Map
http://www.deanza.edu/admissions/placement/pdf/da-esl-testeligibilityrules.pdf
• ESL Course Sequence (Update)
http://www.deanza.edu/admissions/placement/pdf/esl-sequence.pdf
• English Placement Test Rules & Test Process Map
http://www.deanza.edu/admissions/placement/pdf/da-english-testeligibilityrules.pdf
• English Course Sequence (Update)
http://www.deanza.edu/admissions/placement/pdf/english_sequence.pdf

Assessment will continue to work closely with counselors and academic advisors to ensure that students understand: 1) their placement results; 2) assessment policies —score recency, retest, and/or challenge options; 3) next steps to matriculate-- orientation, education planning, and registering for courses; and 4) advocating for communication between Counseling to discipline departments regarding course sequence changes and updates.

Also in an effort to create student assessment onboarding materials, Assessment created a series of cartoon videos using a free application called Powtoons. Links to the videos can be found below:
• "How to Book an Appointment"
http://www.powtoon.com/embed/dla43WRE1hj/
• "Placement Test Overview"
http://www.powtoon.com/embed/bgXLiqGzXOr/
• "Placement Test Eligibility"
http://www.powtoon.com/embed/epQbrJntPyw/
• "Understanding Your Assessment Results"
https://www.powtoon.com/m/ejjpMf0tWEd/1/m
• "Understanding Prerequisite Clearance Process"
https://www.powtoon.com/m/ePW3psMFqVI/1/m

The video series hopes 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. The Assessment Center has been diligently working to prepare of the adoption to the new website by April 2018; and the newly created materials can be showcased there.

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. The college has decided that Institutional Research (IR) will collaborate with Assessment on all validation studies of assessment tools. Currently, the state has placed a hold the requirement for the submission of validation packages to the Chancellor's Office so to allow colleges time to prepare for the transition to use high school transcript assessment for placement as the primary assessment tool.

Assessment works closely with the deans and faculty in English, ESL, Math, Chemistry 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 disproportionate impact, 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 2017-18, the Assessment team was made up of one supervisor, one assessment specialist, and four testing technicians. Two of the four testing technicians are trained to test at Outreach high school testing events. During the Outreach testing season (February through June) the center operates on a three staff rotation while the two other staff proctor tests off site. The supervisor assumes staff work responsibilities when needed. The six position staffing model is ideal to meet the testing needs of the Assessment Center and Outreach testing sites.

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 and finalized placement entry; Chemistry and Biology Exam scanning and uploading; answers emails and phones; score transfer and release; high school transcript assessment; and assists in the lab and front desk, when needed

4) Event/Outreach Testing staff - oversees the set-up, proctoring of, and take down of placement testing at event or off-site locations

5) Under the direction of the assessment supervisor, the assessment specialist oversees data integrity of processes, provides directly to testing technicians, and manually enters assessment eligibility for priority registration.

*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 CAI/MMAP Steering Committee and also in association with the FHDA District 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. Pending the acceptance of additional assessment tools, alongside the high school transcript assessment and placement testing by department faculty, the Assessment Center will increase its workload.

General trends for placement testing continue to decline, however the workload for the piloting, adoption, and processing of new assessment tools will increase; thereby creating a potential need for additional staff within the next five years. Specifically new assessment tool data entry and processes relating to Banner, and the integration of new tools within college applications (Dashboard, Degreeworks, etc.) will result in a significant workload increase for the assessment center supervisor and the assessment specialist. Lastly, should the college move away from offering placement testing services with AB705 changes, the center could take on additional test/exam proctoring (iTEP, SAT, ACT, GRE, etc.) services.

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 often the first point of contact for new De Anza students; and thus, the structure of the Center should reflect its purpose and function. In

Fall 2017, an FF&E request was submitted with request to provide Measure C funding for new lab furniture, staff workstations, front desk workstation/reception and reader room. The FF&E request included the following points for facility improvement:

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 be isolated when sitting at the front reception area as one cannot see beyond the single point of entry. Safety is a constant concern. Comments for improvement from the campus include:
1) Better marketing visuals/signage to clearly document assessment policies (retest policy, test eligibility, etc.);
2) reconfiguration of the reception area; and
3) The request to make the center more approachable and welcoming.

Lastly, the back office area is where the five Assessment team desks are located. Originally, the back desk floor space was laid out for three staff desks. With the hire of two additional staff, the back desk area adopted two additional makeshift workstations. The storage area was converted into the Readers' Lounge where faculty can review Language Arts assessment essays. Additional amenities are requested to make this 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?: Assessment's computer lab is overdue for a computer refresh. The previously mentioned FF&E request, if approved, could align with the computer refresh. Prior to the installation of the new computers, the Assessment Center supervisor would like to have a planning meeting to involve District and Campus ETS to discuss the transfer to a new network server. The current lab is set up on a local server and discussions will need to occur to ensure that Assessment can access the new server.

In addition, Assessment has requested the following equipment for staff to support daily work responsibilities:
• 5 scanners for each staff work station to scan and document assessment processes and form and upload to BDMS
• 5 phone headsets for each staff work stations to answer phones while accessing the computerized database

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 AB 705 mandates and SSSP requirements:

1) Printing Budget –
• With the adoption of the new assessment tools and policies, Assessment will need to recreate and print copies of course sequences and assessment results informational forms. These printed resources alongside the Language Arts essay printing costs will increase in the future.
• The annual projected budget for printing is $5,000.

3) Scanner Software/Maintenance Budget –
• Assessment has standing annual costs associated with the Scantron scanner, software upgrades and maintenance used for Chemistry 1A/Biology 6A exam and ESL placement test scanning.
• With taxes and price increases, the annual budget for these expenses totals an estimated $2,000 per year.

4) ESL CELSA Placement Test License –
• $12,500 annually

5) Accuplacer Classic English, Reading and Math test units –
• $35,000 annually
• The number of tests units to be ordered will depend upon the English, Reading and Math department's selection of assessment tools for AY2018-19.

6) Professional Development & Conference Funding
• With AB705 mandates, the Assessment Center will be required to be abreast of assessment changes and be knowledgeable of how to develop state compliant processes and practices.
• If Assessment moves away from placement test and toward assessment using multiple assessment tools, there will be a need for data entry training. In previous years, the testing technicians' data entry duties were limited to Language Arts essay entry. However, the move away from their traditional role as test proctors and move toward data entry will require technicians to learn to use computer programs such as excel in greater depth, and also learn new banner functions.

• A request for a $2,000 conference budget is made available for professional development and conference funds.

7) Technology/Resources Budget - Accuplacer Test will retire in Fall 2019. Should the college choose to move away from using the Accuplacer Platform for housing for local 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.

• Estimated cost/budget - Unknown.

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 research additional measures for assessment; and

3) plans for the adoption of new assessment tools and implementation into Banner

Lastly, De Anza Assessment will continue to attempt to align with Foothill Assessment to better serve our students that take courses at both Foothill and De Anza.

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

-English, Reading, ESL and Math Departments for assessment tool selection, placement rules, and validation studies.

-Counseling and Outreach to:

1) augment learning community and cohort recruitment efforts for programs with assessment eligibility requirements;

2) provide professional development and training for counselors and academic advisors on assessment procedures and policies for placement; and

3) inform the Assessment team about Counseling and Outreach processes for the purpose of being knowledgeable about student referrals to other departments.

- ETS and IR to:

1) ensure successful integration new assessment tool into Banner;

2) research, pilot, implement, and validate any new assessment tools used for placement; and

3) design and produce assessment data for enrollment planning purposes.

Also as AB705 mandates require Language Arts and Math to change curriculum, Assessment will also need to work with Curriculum, Scheduling, Articulation, and Registration before students can be assessed and placed into newly developed courses.

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. CCC's are now required to follow AB705 mandates. Because of these significant changes, each college must reinvent their assessment for placement models, policies, and procedures. Furthermore, 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, English (EWRT) and Reading (READ) course sequences. In March 2018, high school transcript assessment for ESL course placement was proposed to the ESL Department. The process of high school transcript assessment requires the acquisition of a student's high school GPA, courses taken, and grades earned. The assessment 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.

With the adoption of the AB705 changes by the FHDA District, De Anza and Foothill should continue to explore the alignment of multiple measures of assessment tools for placement. 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) AB705 mandates
2) The enforcement of the use of multiple assessment tools for placement for 3SP Funds—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 was a pilot college for the Common Assessment Initiative (CAI). As a pilot college, De Anza had access to the CAI development platform, and provided feedback to the CAI project leadership and the college community. In addition, De Anza was responsible for recruiting volunteer students, planning for and hosting Common Assessment student testing sessions, and data reporting of testing results to the CAI. The CAI project was discontinued by the CCCCO in Fall 2017. The state then passed AB705 in October 2017 which will require discipline departments to change their course sequences, and thus assessment for placement models will also change.

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, Assessment Professional Development events, the RP Group Conferences, the Ellucian 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, there is a need for data entry training. The Assessment Center has been assessing students for almost ten years with every little change in data entry processes. The piloting and development of new assessment tools will require the Assessment team to learn and be responsible for new placement data entry processes. Lastly, should the college move toward limiting or expunging placement testing services, the team will then be responsible to learning to proctor additional exams and alternative assessment tools.

SS 11a) Have there been any significant curriculum since the last CPR?: Assessment does not participate in the development of curriculum.

SS 11b) State any significant curriculum issues that will affect the program over the next 5 yrs.: Assessment will be impacted by English, ESL and Math AB705 curriculum mandated changes. As new courses are created, Assessment will be placing students into different courses.

SS 11c) State the aggregate student success rate in the instructional portions of the program?: Assessment does not have any instructional portions. However, disproportionate impact for placement into course sequences is analyzed (see Section SS3E).

SS 11d) State gap of student success rates with targeted groups.: Currently, the college is working to meet AB705 mandated changes. As Assessment continues to pilot new assessment tools for placement, the success rates are being analyzed by the Office of Instructional Research and Planning.
• Placement into ESL Curriculum & Transfer Course Completion
http://www.deanza.edu/ir/deanza-research-projects/Assessment/ESLCurriculumPlacement.pdf

• Math Multiple Measures Analysis – Fall 2017

http://www.deanza.edu/ir/deanza-research-projects/Assessment/MMAP_MATHFall2017.pdf

• AB705 Recommendations for English Course Placement
http://www.deanza.edu/ir/deanza-research-projects/Assessment/EnglishAB705Memo032718.pdf

• AB705 Recommendations for Math Course Placement
http://www.deanza.edu/ir/deanza-research-projects/Assessment/AB705DRAFTMathRecommendations.pdf

Colleges are required to meet AB705 compliance by Fall 2019.

SS 12a) Have there been any other significant program changes since the last CPR?:
The previous 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;
4) Implementing proactive customer service initiatives; and
5) Development of data entry knowledge and skills.

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) AB705 mandated changes
2) Integration of new assessment tools 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?: Assessment does not participate in the 3SP Orientation.

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) Integration of the AB705 changes and FHDA Banner Systems
2) Research and adoption of multiple assessment tools for placement
3) 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.: Assessment does not participate in 3SP Student Ed Planning.

SS 14a) What are the current/active program outcome statements?: Assessment has one active Student Services Learning Outcomes (SSLO) statement:
Students will make decisions about what placement test to take utilizing information from their educational history.

SS 14b) How many SSLO/SLO statements have been assessed since the last CPR?: This SLO was assessed in 2017-18.

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. In fall 2018, the survey data collected and an IR project request was submitted for the purposes of further informing Assessment and Language Arts on how to assess students of the ESL or English placement test. This SLO will be updated with the results of the study. Findings will be shared with the Language Arts Division and survey recommendations will follow. This survey has the potential to be used as an assessment tool and could be considered an assessment measure.

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.

SS 15) Analysis of the program from last CPR to now to 2018-19.: The Assessment Center will continue to adapt with the changing state regulations and will need to change to meet the needs of the De Anza College campus and community. The immediate goals for Center improvement include:

1) Preparing for AB705 assessment changes;

2) Researching, adoption, and implementing the use of multiple assessment tools for placement;

3) Completing the validation studies for each assessment tool for placement;

4) Keep campus partners informed of assessment changes; and

5) Train assessment staff on any new assessment tool procedures and data entry.

These initiatives will require 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.: Enrollment Services is the name of the Division that houses the Assessment program. The other areas within the Enrollment Services Division are admissions and records and veteran services.

SS 16b) Who wrote the Divisional Perspective?: The primary authors of the divisional perspective for the Assessment program are Tamica Ward, Dean of Enrollment Services; Casie Wheat, Assessment Supervisor.

SS 16c) Summarize the CPRs written by the programs of the Division.: Encompassing Admissions and Records, Assessment and Veteran's services, the Enrollment Services Division deals with a myriad of regulatory processes that are defined by various federal, state and local regulations. Enrollment Services is also responsible for attendance accounting reporting and warehousing the student information contained in electronic records system for federal, state and local reporting. With constantly updated technology requirements along with ever changing regulations, it is imperative that Enrollment Services maintain a high level of technical and regulatory knowledge to ensure successful reporting and safekeeping of student information.

Admissions and Records department oversees all facets of Admissions, Records, Transfer, Graduation, Veterans, Assessment, attendance accounting and other regulatory compliance. Faculty support related to course rosters, and Admissions staff provide assistance with census and grade submission. The department underwent a 30% decrease in the last five years. During this period Banner, implementation coupled with enormous regulatory and process changes from the State created a serious technology

and knowledge deficit that had a severe impact on the Admissions and Records department.

Assessment services oversee not only a student's intake and start of their academic career; but also, assist with the fiscal support needed to fund the educational journey. As the division continues to strive to meet the needs and demands of an ever changing student body while adhering to state mandates and title V regulations. The division will also work closely with instructional deans and discipline faculty to ensure that the campus community is well informed and included in A&R policy and process changes. Additional changes at the state level to include the Common Assessment will require assessment division staff to participate in professional development, communicate change to the campus community, and participate in statewide pilots. Insufficient staff will limit De Anza's ability to be on the cutting edge of change as well as be a voice to innovation to the broader California Community College system.

The Graduation and Evaluations department has seen a tremendous increase in technology enhancements, regulatory changes, and budget reductions. During this period, the Graduation and Evaluation Coordinator was responsible for the implementation of Banner and Degree Works (DW), which required both technical understanding and leadership, and collaboration with Foothill, Educational Technology Services (ETS), Ellucian, and Counseling divisions. It required both learning to create the infrastructure to make DW function, but also the expertise to identify and implement enhancements and customization. This is an ongoing process and both functional requests and Ellucian upgrades are frequent. DW is now an integral part of meeting the Student Success and Support Program (SSSP) requirements.

Besides the technology piece, the department also had to meet the requirements of Senate Bill 1440 (SB 1440) related to Associate Degrees for Transfer (ADTs). SB 1440 mandates ADT programs offered are completed and reported based on state deadlines and regulations. With the creation of new ADT's and conversion of all local De Anza College degrees to ADT's, a subsequent increase in the number of ADT applications by students will have an impact to the staffing level of the evaluations team. This is exacerbated by the state deadlines set for semester colleges, which do not work well for quarter system colleges since the end of the spring quarter is late in the academic year.

The Veterans' Services department has seen an increase in regulations, compliance, and technology changes in the last five years, at the same time the student veteran population at De Anza has increased from less than 50 students served to almost 500. The Veterans' Specialist, along with the support of the dean, has been the sole certifier and De Anza intake/admissions person assigned to this group. The Veterans Resources Specialists have had to expand their role to include collaboration with other departments to increase and coordinate services, participate in training and educational sessions throughout the state, entertain Veterans Affairs and other community representatives interested in working with De Anza and De Anza veterans. Their role and expertise, attention to the needs of veterans, and leadership with student staff has made it possible for De Anza to serve more and more vets; however, two people cannot be expected to handle this workload or

the expected increase in veterans alone.

For these reasons the Enrollment Services division has implemented a training program to convey changing legal requirements, updating processes and procedures to ensure legal compliance; and finally to instill the technical skills necessary for the staff to successfully support student learning and staff compliance. As De Anza moves forward to meet these challenges, evaluation of Student Services budgets and staffing levels will be critical to determine rebuilding, both to meet mandates and to ensure access, equity, and success are uniformly addressed and supported. This commitment of resources ensures that the Enrollment Services Division continues to support the De Anza College mission statement of providing "an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world."