

De Anza College  
 Student Services Planning and Budgeting Team (SSPBT)  
 2019-20 Program Review (APRU)

TracDat Description (50 character max)	Part 1	Program Information	
	Program Review		If you are entering for a previous year complete in word document and submit to Vice President of Student Services.
	1a) Program Name	Assessment Center	Enter the name of the program being reviewed
	1b) Name(s) of the author(s) of this report:	Andy Huynh, Eli Lovdahl, Amelia Sanchez, Casie Wheat	Enter the name or names of those who authored this APRU
SS 1c) Number of students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?	<p><b>2018-19 Productivity</b></p> <p>The Assessment Center serves those students interested in enrolling in the <a href="#">Math</a>, <a href="#">English</a> and <a href="#">ESL</a> course sequences; by offering <a href="#">science proficiency exams</a> which allow students to satisfy Chemistry 1A, Biology 6A and Biology 40A prerequisites by exam; and by proctoring the <a href="#">Ability to Benefit (ATB)</a> tests. Course placement counts earned by subject can be found in the tables below. There were no ATB tests administered in 2018-19.</p> <p><i>Assessment for English and Math Course Placement</i></p> <p>In 2018-19, the Assessment Center began placing students into English and math courses by assessing student U.S. high school transcript data. The high school transcript assessment service first began as a manual process completed by assessment center staff; it then progressed to include a semi-automated process by accessing CalPass Plus high school data. About two-thirds of the new student population were assessed for English and math courses using their transcript data. By removing the barrier of placement testing, the Assessment Center was successful in increasing the number of English and math course placements given to students. The Assessment Center continued to offer English and math placement tests though spring quarter 2019 for those students who did not have U.S. high school transcript data available, for those students who did not attend high school in the U.S., and for those students attempting to earn a placement higher than the placement earned by transcript assessment.</p> <p style="text-align: center;"><b>Table 1. English and Math Course Placements Earned by All Assessments Tools (Test &amp; U.S. High School Transcript Assessment): Fall Quarter Enrollment Comparison</b></p>	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?

Subject	Fall 2017	Fall 2018
English	2,128	6,700
Math	2,531	6,486
Total	4,659	13,186

Reference: [AB 705 Success Rates for Fall 2018](#)

*Assessment for ESL Course Placement*

The ESL assessment and the Science Exams were not impacted by AB 705 mandates in 2018-19. The ESL assessment is composed of the CELSA multiple choice computerized test and local writing sample. The ESL assessment is approved for use through spring 2020. As of January 2020, the CCCC has not issued additional AB 705 ESL guidance to the colleges regarding the status of ESL placement tests. The Assessment Center offers the American Chemical Society Chemistry exam for placement into Chemistry 1A and Biology 6A. The Biology 40A exam was created locally and is housed in the Accuplacer testing platform. The number of ESL course placements trended down slightly. This trend may be associated with the college's overall enrollment decline.

**Table 2. Annual ESL Course Placement Count (July 1 – June 30)**

Subject	2017-18	2018-19
ESL	1,502	1,345
Total	1,502	1,345

Note: The above totals only include the ESL writing course placement count. The ESL assessment places all students into an ESL writing course; while the Reading and Listening/Speaking courses depend on the student's skill level.

*Science Exam Course Placement*

The Assessment Center offers the American Chemical Society Chemistry exam for placement into Chemistry 1A and Biology 6A. The Biology 40A exam was created locally and is housed in the Accuplacer testing platform. The number Science Exam course placements trended down slightly. This trend may be associated with the college's overall enrollment decline.

**Table 3. Annual Science Course Placement Count (July 1 – June 30)**

Subject	2017-18	2018-19
Chemistry 1A / Biology 6A Exam	574	485

Biology 40A Exam	269	224
Total	843	709

**2019-20 Productivity Projections**

In winter 2018, the Assessment Center in collaboration with Institutional Research and ETS, opted to participate in the CCCC's Multiple Measure Placement Services (MMPS) pilot. MMPS will allow for the automated assignment of English and math course placement using a student's U.S. high school transcript data on file with the CCCC Tech Center (including CCCApply application and CalPass Plus). It is anticipated that the project will be completed in winter 2020. Based on 2018-19 findings, it is projected that an estimated two-thirds of the new student population will receive English and Math course placements by MMPS.

Because the Assessment Center has undergone so many changes under AB705 it is unclear as to how many students will be served, and in what capacity. However, with the the automation of English and Math course placements by MMPS, the remaining Assessment Center services include:

1. Proctoring English and math assessments to the estimated one-third of the new student population who will not have U.S. high school transcript data.
2. Proctoring math assessments to those students who wish to earn a higher math placement (following the Math Department's [repeatability rules](#)).
3. Proctoring ESL assessments to English Learners  
(Note: An unknown number of students will be eligible for English course by their high school transcript data, but some will need ESL courses. 2019-20 counts will provide more information about this population.)
4. Proctoring Science Exams
5. Proctoring ATB Tests
6. Explaining assessment and exam results to students
7. Data entry of assessment and exam results in Banner
8. Assessment and exam appointment scheduling support
9. Student placement data management
10. Maintenance of student placement messaging
11. Maintenance of placement coding for course prerequisite and

		<p>registration purposes</p> <p>12. Planning for and implementing AB705, AB1805, Guided Pathways and title v mandates</p> <p>13. Assessment tool approval submission reports to the state</p> <p>14. Assessment tool validation studies to review any disproportionate impact</p> <p>15. Collaboration with the International Student Office (ISP), Outreach and other departments to staff, schedule and coordinate student matriculation events (Welcome Day, Open House, Quarterly Orientations)</p> <p>16. Providing assessment trainings for counselors, advisors, and other support staff</p>	
	1d) Who are the typical students served by this program?	<p>The Assessment Center serves all students interested in:</p> <ul style="list-style-type: none"> <li>Starting the English, ESL and mathematics course sequences</li> <li>Demonstrating proficiency in chemistry and biology via Science Proficiency Exam</li> <li>Completing the Ability to Benefit (ATB) tests to establish their ability to benefit from financial aid.</li> </ul> <p>The Assessment is a key matriculation step for all of De Anza's students and therefore our service population is as diverse as the <a href="#">De Anza student body</a>.</p>	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
	<b>Part 2</b>	<b>MISSION and Accreditation Standard II.B.1</b>	
	2a) What is the program Mission Statement?	The mission of the Assessment Center is to provide English, ESL, mathematics, chemistry and biology assessment services to students so they can make informed decisions about registering for courses in which they are likely to succeed.	Cut/paste or type in the program's most current Mission Statement.
SS 2b) In what ways and to what extent does the program assure the quality of its services to students?	2b) In what ways and to what extent does the program assure the quality of its services to students?	<p>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 Part 13 of this program review. In addition, the assessment center supervisor participates in the following shared governance meetings and workgroups for the purposes of reporting out on assessment services and collects feedback for improvement:</p> <ul style="list-style-type: none"> <li>Student Services Leadership Team (SSLT) and the <a href="#">Student Services Planning and Budget Team (SSPBT)</a></li> <li><a href="#">AB 705 Workgroup</a></li> <li><a href="#">AB 705 Steering Committee</a></li> <li><a href="#">FHDA District Assessment Taskforce</a></li> </ul>	Please address part 1 of Accreditation Standard II.B.1-The institution assures the quality of student support services.

<p>SS 2c) In what ways and to what extent does the program support College Mission statement?</p>	<p>2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?</p>	<p>As a core service of the matriculation process, <a href="#">Assessment</a> supports student learning and enhances the college mission by appropriately and accurately placing students into the English, ESL, and math course sequences and science courses so that students can achieve their educational objectives; and thus pursue their goals at De Anza College.</p>	<p>Please address part 2 of Accreditation Standard II.B.1-The institution ...demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution. The college Mission Statement can be found at: <a href="http://deanza.edu/about/mission.html">http://deanza.edu/about/mission.html</a></p>
<p><b>Part 3</b></p>		<p><b>Accreditation Standard II.B.3</b></p>	
	<p>3a) In what ways and to what extent does the program assure equitable access for all students?</p>	<p><b>Accessibility by Service Mode</b></p> <p>The Assessment Center provides services to our students in the following modes:</p> <ol style="list-style-type: none"> <li>1. Students can submit their U.S. high school transcript data for assessment via the CCCApply application or by completing the <a href="#">Request for U.S. High School Transcript Assessment Form</a>. These process can be completed online so that eligible students are not required to come to campus to receive English and Math course placements.</li> <li>2. Students who are not eligible for a U.S. high school transcript assessment are required to complete an English and Math assessment in person with the Assessment Center. The English and math assessments must be administered under the supervision of Assessment Center staff because 1) students require assistance to navigate the assessment modules, 2) students require staff assistance to understand their course placements, 3) student results are manually entered into Banner, and 4) staff must verify student identity.</li> </ol> <p>The limited portability of the English and Math assessments may limit access for those students who cannot come to campus.</p> <ol style="list-style-type: none"> <li>3. English Learners are required to complete an ESL assessment in person with the Assessment Center. Because the ESL assessment software is hard-installed on Center computers, the assessment is not portable. In addition the ESL assessment results are manually entered into Banner. Furthermore, ESL students need staff assistance to understand their course placements as well as their next steps for matriculation.</li> </ol>	<p>Accreditation Standard II.B.3.a-The institution assures equitable access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.</p>

		<p>The limited portability of the ESL assessment may limit access for those students who cannot come to campus.</p> <ol style="list-style-type: none"> <li>4. The Assessment Center partners with Disability Support Services (DSS) to provide assessments to students with testing accommodations.</li> <li>5. The <a href="#">Assessment/Exam Results Score Release form</a> provides students with official copies of their results should they wish to transfer their results to other institutions.</li> <li>6. The Assessment Center accepts the transfer of Chemistry 1A/Biology 6A exam results from Foothill College, and other colleges that offer the same exam.</li> <li>7. Per title v, students have the right to challenge their assessment/exam results. The Assessment in collaboration with the discipline departments maintain the below challenge processes: <ul style="list-style-type: none"> <li>• <a href="#">Challenge Form - Math</a></li> <li>• <a href="#">Challenge Process - English</a></li> <li>• <a href="#">Challenge Process - ESL</a></li> <li>• <a href="#">Challenge Form - Chemistry 1A/Biology 6A Exam or Biology 40A Exam</a></li> </ul> </li> </ol> <p><b>Disproportionate Impact</b></p> <p>California Community Colleges are required to analyze assessment for placement practices for potential disproportionate impact at the local level. Institutional Research's December 4, 2018 <a href="#">Analysis of Placement and Enrollment for Fall 2018</a> analysis found that the college was successful in providing transfer-level English and Math access to all student groups; thereby removing ethnicity and gender disproportional impacts in English and math.</p> <p>Post-AB 705 implementation disproportionate impacted alongside student success rates will continue to be studied as documented in IR's <a href="#">AB 705 Research Plan</a>. <a href="#">AB 705 ESL implementation guidelines</a> are anticipated to be released in winter 2020 with an implementation deadline of no later than Fall 2020.</p>	
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<p>SS 3b) State ways and extent that program encourages personal and civic responsibility.</p>	<p>3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>As a core service of the matriculation process, <a href="#">Assessment</a> provides an environment that encourages personal and civic responsibility by appropriately and accurately placing students into the English, ESL, and math course sequences and science courses so that students can achieve their educational objectives; and thus pursue their goals at De Anza College.</p>	<p>Accreditation Standard II.B.3.b-The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p>SS 3c) State ways &amp; extent program designs, maintains and evaluates counseling &amp;/or academic advising</p>	<p>3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs</p>	<p>N/A</p>	<p>Accreditation Standard II.B.3.c-The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)</p>
<p>SS 3d) State ways &amp; extent program support/enhances student understanding &amp; appreciation of diversity</p>	<p>3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?</p>	<p>As a core service of the matriculation process, <a href="#">Assessment</a> maintains practices and services that support and enhance student understanding and appreciation of diversity by appropriately and accurately placing students into the English, ESL, and math course sequences and science courses so that students can achieve their educational objectives; and thus pursue their goals at De Anza College.</p>	<p>Accreditation Standard II.B.3.d-The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.</p>
<p>SS 3e) State ways &amp; extent program regularly evaluates admissions &amp; placement practices</p>	<p>3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?</p>	<p>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. IR's December 4, 2018 <a href="#">Analysis of Placement and Enrollment for Fall 2018</a> found that the college was successful in providing transfer-level English and Math access to all student groups; thereby removing ethnicity and gender disproportional impacts in English and math. Post-AB705 implementation disproportionate impacted alongside student success rates will continue to be studied as documented in IR's <a href="#">AB705 Research Plan</a>.</p> <p>In July 2019, the college submitted the English and Math Guided Self-Placement Assessment Tool for approval. The ESL assessment is currently approved for use pending AB705 ESL Guidance. AB705 ESL Implementation guidelines are anticipated to be released in winter 2020 with an implementation deadline of no later than Fall 2020.</p> <p>In 2018-19, the state placed a hold the requirement for the submission of English, Math and ESL validation packages to the Chancellor's Office. The</p>	<p>Accreditation Standard II.B.3.e-The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.(Answer only if applicable to the program under review)</p>

		<p>state also confirmed that Science Exams would no longer be under review by the state; but, colleges were encouraged to continue validating science exams for disproportionate impact at the local level.</p> <p>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 continue to produce reports and analysis of assessment data for disproportionate impact, enrollment planning, and student placement trend studies.</p>	
SS 3f) State ways & extent program maintain student records securely & confidentially?	3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?	The Assessment Center follows FERPA rules and guidelines when processing and handling student records to ensure security and confidentiality. Student data is entered in the Student Information System, Banner, which is maintained by the FHDA District.	Accreditation Standard II.B.3.f-The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.
<b>PART 4</b>		<b>Staffing</b>	
SS 4a) Have there been any significant staffing changes since the last APRU?	4a) Have there been any significant staffing changes since the last APRU?	<p>In 2018-19, two testing technician positions were eliminated from the Assessment Center. With the elimination of those two positions, the 2019-20 team will be composed of four team members: two testing technicians, one assessment specialist, and the assessment center supervisor.</p> <p>The Assessment Center operates two distinct workspaces: the front desk and the assessment lab. These two workspaces must be staffed by at least one team member at all times. With consideration of the Center's workspaces and required coverage during staff breaks and lunches, the Assessment team must have a minimum of three staff to operate regularly scheduled services and meet student demands.</p>	Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past year.
	4b) Are there any significant staffing changes that will be needed?	No changes are anticipated for 2019-20.	Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next year. (Explain why these changes may be needed, i.e. new directions, retirements, policy issues, etc.).
<b>PART 5</b>		<b>Facilities</b>	
	5a) Have there been any significant facility changes since the last	<ul style="list-style-type: none"> <li>The assessment's computer lab is overdue for a computer refresh. In January 2020, the computers' operational systems will no longer be</li> </ul>	Please explain any significant changes in program facilities that have occurred over the past year.



	APRU?	<p>supported by Windows. ETS has been made aware of the lab's status.</p> <ul style="list-style-type: none"> <li>Assessment's FF&amp;E request (submitted in fall 2017) was approved. It is anticipated that the furniture replacement will align with the computer refresh pending FF&amp;E and ETS planning decisions.</li> </ul>	
	5b) Are there any significant facility changes that will be needed?	<ul style="list-style-type: none"> <li>Prior to the installation of any new computers, it is requested that the District ETS, Campus ETS, and FF&amp;E to discuss the transfer of the lab from the custom local server to the college's server to ensure the security of assessment data.</li> <li>Prior to the installation of any new computers, it is requested that the District ETS, Campus ETS, and FF&amp;E to discuss the transfer of the lab from its multiple networks to a single network so to limit the drop in network connection.</li> </ul>	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed).
<b>PART 6</b>		<b>Equipment</b>	
	6a) Have there been any significant equipment changes since the last APRU?	The FF&E request (submitted in fall 2017) was approved.	Please explain any significant changes in program equipment that have occurred over the past year. (Instructional and non-instructional)
	6b) Are there any significant equipment changes that will be needed over the next year?	<p>Assessment has requested the following equipment for staff to support daily work responsibilities:</p> <ul style="list-style-type: none"> <li>5 ergonomic phone headsets for each staff work stations to answer phones while working on the computer</li> <li>3 in 1 Color Print, Copy &amp; Fax Machine</li> </ul>	Please identify any anticipated program equipment needs that could occur over the next year. (Explain why these changes may be needed. Include both instructional and non-instructional needs)
<b>PART 7</b>		<b>Operational Costs</b>	
	7a) Have there been any significant operational cost changes since the last APRU?	<p>With the retirement of English and math placement tests in spring 2019, the Center no longer makes annual purchases for:</p> <ul style="list-style-type: none"> <li>Accuplacer Classic English &amp; Math test units (\$35,000 annually)</li> <li>Calculus Placement test Accuplacer test units (\$2,500 annually)</li> <li>English essay printing costs (\$1,500 annually)</li> </ul>	Please explain any significant changes in program operational funding that have occurred over the past year-
SS 7b) Will any significant operational	7B) Are there any significant operational	Following AB705 mandate, the English and math placement tests were	Please identify any anticipated changes to operational cost needs

<p>cost changes be needed over the next year?</p>	<p>cost changes that will be needed over the next year?</p>	<p>replaced with the Canvas housed English and Math Guided Self-Placement assessments in July 2019. The college hosts the Canvas site license, so there is no direct cost to Assessment. Should the English and math faculty choose to move the assessment platform from Canvas to another platform, there may be a need for assessment platform funding. Also, there may be a need for the purchase of a new ESL assessment tool in the event that AB705 mandates require the ESL Department to adopt a different assessment tool in academic year 2020-21.</p> <p>It is anticipated that the following costs will continue through 2019-20:</p> <ul style="list-style-type: none"> <li>• Student Assessment handouts--course sequences, results forms, etc. (\$5,000 annually)</li> <li>• Scanner Rental, Software/Maintenance used for Chemistry 1A/Biology 6A exam and ESL placement test scanning (\$2,000 annually).</li> <li>• ESL CELSA Placement Test License (\$12,500 annually)</li> <li>• ESL essay printing costs (\$1,000 annually)</li> <li>• Biology 40A Exam Accuplacer test units (\$500 annually)</li> </ul>	<p>that could occur over the next year. (Explain why these changes may be needed.)</p>
<p><b>PART 8</b></p>		<p><b>Organizational Alignment</b></p>	
<p>SS 8a) Have there been any significant organizational alignment changes since the last APRU?</p>	<p>8a) Have there been any significant organizational alignment changes since the last APRU?</p>	<p><b>2018-19 AB705 Related Organizational Alignments</b></p> <p><b><i>Assessment &amp; Discipline Instructional Departments</i></b></p> <p>The Assessment Center reports to the Office of Student Services, but assessment tool selection, assessment model structure and assessment policies fall under the Office of Instruction and discipline faculty purview. Beginning in 2017-18 through 2018-19, the assessment center supervisor coordinated the <a href="#">AB705 Workgroup</a>, <a href="#">AB705 Steering Committee</a>, and <a href="#">FHDA District Assessment Taskforce</a> for the purposes of planning for the implementation of AB705 mandates thereby aligning Student Services with Instruction. In addition, the Assessment Centers at Foothill and De Anza continued conversations about opportunities to align assessment practices across the district to better serve our students that take courses at both Foothill and De Anza.</p>	<p>Please explain any significant organizational alignment changes that have occurred over the past year.</p>

In 2018-19, under the direction and approval of the discipline departments, the assessment center supervisor collaborated with campus partners to align assessment for placement processes and messaging. A list of partners and projects are listed below:

**Assessment & Institutional Research (IR)**

Assessment collaborated with IR in 2018-19 to

- 1) Review past and current placement practices and impacts on student success rates;
- 2) Explore and research additional measures for assessment;
- 3) Plan for the adoption of new assessment tools; and
- 4) Plan for any data management needs.

**Assessment & Office of Online Education**

When planning for the retirement of the English and Math placement tests, the AB705 workgroup identified Canvas as the platform to house the locally developed guided self-placement (GSP) assessments. In 2018-19, using the discipline department developed GSP content, the assessment center supervisor and the Office of Online Education developed the structure of the English and Math GSP tools in Canvas. The Office of Online Education offered both design and technical guidance and support to create the GSP assessments.

**Assessment & ETS**

In 2018-19, with permission from the discipline departments, the assessment center supervisor, Enrollment Services dean and ETS completed the following AB705 related projects:

- Creation of student placement data upload to Banner program
- Maintenance of student placement messaging in MyPortal
- Management of SSB student placement coding hierarchy program
- Maintenance of Student Dashboard student placement coding hierarchy program
- Maintenance of Assessment's SARS appointment eligibility coding
- Maintenance of Assessment's auto-generated student communications

		<p><b>Assessment &amp; Office of Communications</b>  In 2018-19, with permission from the discipline departments, the assessment center supervisor and the Office of Communications completed AB1805 changes to the student messaging regarding English, ESL and math assessment models under AB705:</p> <ul style="list-style-type: none"> <li>• Assessment Center <a href="#">webpage</a> recreation</li> <li>• Assessment Center's <a href="#">Learn Your Options Tool</a></li> <li>• Assessment Center promotional posters and cards</li> </ul> <p>In addition the Office of Communications provided editing services for the Guided Self-Placement (GSP) assessments.</p> <p><b>2018-19 Other Organizational Alignments</b></p> <p><b>Assessment &amp; International Student Program (ISP)</b>  In 2018-19, the assessment center supervisor in collaboration with the ISP Office hosted Assessment webinars for the purposes of teaching student about assessment before students attended their assessment sessions during ISP Orientation Week.</p>	
	<p>8b) Are there any significant organizational alignment changes that will be needed over the next year?</p>	<p><b>2019-20 AB705 Related Organizational Alignments</b></p> <p>Assessment will continue to monitor AB705 English and math changes, and also work with the ESL Department to plan for the AB705 ESL changes which must go into effect no later than fall 2020. In addition, Assessment will continue to collaborate with IR on AB705 related planning and evaluation of outcomes.</p> <p>Assessment will continue to rely on campus partners to implement AB705 related projects as listed below:</p> <p><b>Assessment &amp; ETS</b>  In 2019-20, with permission from the discipline departments, the assessment center supervisor, Enrollment Services dean and ETS will continue to developed the following AB705 and Guided Pathways related projects:</p> <ul style="list-style-type: none"> <li>• Multiple Measures Placement Services (MMPS) pilot – capture of student high school transcript data and assignment of automated English and Math placements in Banner.</li> <li>• CCCApply Application ESL Supplemental Questions</li> </ul>	<p>Please identify any anticipated changes to organizational alignments that could occur over the next year. (Explain why these changes may be needed.)</p>

- English Placement Explanation Auto-generated Email
- Maintenance of student placement messaging in MyPortal
- Management of SSB student placement coding hierarchy program
- Maintenance of Student Dashboard student placement coding hierarchy program
- Maintenance of Assessment's SARS appointment eligibility coding
- Maintenance of Assessment's auto-generated student communications
- MyPath – Student Onboarding Module

**Assessment & Office of Communications**

In 2019-20, with permission from the discipline departments, the assessment center supervisor and the Office of Communications will continue to meet AB1805 requirements by updating assessment webpages. Assessment will continue to request editing support from the Office of Communications for assessment materials, AB705 and Guided Pathways related projects.

**2019-20 Other Organizational Alignments**

***Assessment & Evaluations Unit***

Prior to February 2016, the prerequisite clearance process was overseen and processed by the assessment center supervisor. The prerequisite clearance process is now overseen by the Evaluations Department. With the changes in Assessment service offerings due to AB705 changes, Enrollment Services has the opportunity to evaluate and streamline student enrollment processes.

***Assessment & International Student Program (ISP)***

There continues to be a need for a more robust onboarding effort to ensure that ISP students understand the college's matriculation steps. In 2019-20, Assessment will continue to coordinate with ISP to ensure that ISP students are educated on assessment and placement processes, offer for assessment sessions during orientation, and participate in orientation logistical planning.

***Assessment & Outreach***

In 2019-20, the Office of Outreach will use the Assessment Center lab for In-person Orientations and College Promise Events. Assessment will coordinate assessment/exam scheduling with consideration of Outreach lab requests.

	<b>PART 9</b>	<b>Regulations/Laws/Policies</b>									
SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	<p>In 2018-19, the Assessment Center was actively transitioning our English and Math assessment models and tools to meet AB 705 compliance. English and math compliance was required no later than fall 2019.</p> <table border="1"> <thead> <tr> <th><b>AB 705 Requirement</b></th> <th><b>Assessment Center Changes</b></th> </tr> </thead> <tbody> <tr> <td>Eliminate the use of English and math testing instruments for course placement</td> <td> <p>The Assessment Center retired the English Accuplacer Test Suite and Local Writing Sample in May 2018.</p> <p>The Assessment Center retired the Math Accuplacer Test Suite and Local Calculus Readiness Test in June 2018.</p> </td> </tr> <tr> <td>Use U.S. high school transcript data (self-reported or actual transcripts) as the primary assessment tool for English and math course placement</td> <td> <p>In fall 2018, the Assessment Center piloted the use of U.S. high school transcript data acquired from:</p> <ol style="list-style-type: none"> <li>1) CCCApply Application (self-reported);</li> <li>2) CalPass Plus (actual transcript data);</li> <li>3) The student via the U.S. high school transcript assessment request form.</li> </ol> <p>Students that did not have U.S. high school transcript data for assessment were placed via placement test until the tests were retired in spring 2019.</p> </td> </tr> <tr> <td>The college was required to develop assessment tool, that was not a test, to assess students when U.S. high school transcript data was not available</td> <td>An English and Math guided self-placement (GSP) assessment surveys were developed in Canvas.</td> </tr> </tbody> </table>	<b>AB 705 Requirement</b>	<b>Assessment Center Changes</b>	Eliminate the use of English and math testing instruments for course placement	<p>The Assessment Center retired the English Accuplacer Test Suite and Local Writing Sample in May 2018.</p> <p>The Assessment Center retired the Math Accuplacer Test Suite and Local Calculus Readiness Test in June 2018.</p>	Use U.S. high school transcript data (self-reported or actual transcripts) as the primary assessment tool for English and math course placement	<p>In fall 2018, the Assessment Center piloted the use of U.S. high school transcript data acquired from:</p> <ol style="list-style-type: none"> <li>1) CCCApply Application (self-reported);</li> <li>2) CalPass Plus (actual transcript data);</li> <li>3) The student via the U.S. high school transcript assessment request form.</li> </ol> <p>Students that did not have U.S. high school transcript data for assessment were placed via placement test until the tests were retired in spring 2019.</p>	The college was required to develop assessment tool, that was not a test, to assess students when U.S. high school transcript data was not available	An English and Math guided self-placement (GSP) assessment surveys were developed in Canvas.	Please explain any significant changes in regulations/laws/policies that have occurred over the past year. (Federal, State, Local, District, college, etc.)
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		<p>Stop placing students into developmental English and Math courses so to provide students access to transfer-level English and math courses</p>	<p>Under the guidance and approval of the discipline departments, Assessment Center developed new placement codes, revised student placement messages, developed placement transitional rules, and updated student communications to reflect the AB705 compliant English and math course placements.</p>	
		<p>Develop an English as a Second Language (ESL) pathway for the purposes of connecting English learners with the appropriate services</p> <p>(Note: An ESL assessment is required before students can enroll in the ESL course sequence)</p>	<p>The Assessment Center collaborated with the ESL department to develop a communications campaign to onboard English Learners:</p> <ul style="list-style-type: none"> <li>• <a href="#">ESL assessment</a> webpage</li> <li>• <a href="#">Adult Education Program</a> referral information for beginning ESL information in multiple languages</li> </ul>	
<p>SS 9b) State significant changes in regulations/laws/policies affecting program over next year.</p>	<p>9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next year?</p>	<p><b>2019-20 AB705 &amp; AB1805 ESL Requirements and Guided Pathways</b></p> <ul style="list-style-type: none"> <li>• Assessment will continue to monitor AB705 English and math changes</li> <li>• Assessment will work with the ESL Department to plan for the AB705 and AB1805 ESL changes.</li> <li>• Assessment will continue to follow the Guided Pathways movement to ensure that assessment practices are aligned with any pathway changes.</li> <li>• Assessment will continue to collaborate with IR, ETS, Admissions, Curriculum and Scheduling to ensure that the automation of student placements are correct and that placement data is correctly integrated into the registration process.</li> <li>• Assessment will coordinate the development of the MyPath application and survey how the application might be use to further the Guided Pathways initiative on campus</li> </ul>		<p>Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next year. (Federal, State, Local, District, college, etc.)</p>

	PART 10	Professional Development	
SS 10a) State any significant professional development activities for the program since last CPR.	10a) Have there been any significant professional development activities for the program (or others) since the last APRU?	<p><b>Student Communication Training</b></p> <p>Pre-AB705 Assessment allowed for the use of placement tests to determine English and Math course placements. All students interested in taking English and math courses were required to come in person to the Assessment Center and complete multiple tests. Upon test completion, students were told which English and Math courses they were eligible for. Students' course placement ranged from three-levels below transfer-level to transfer-level. AB705 changes made in 2018-19 drastically altered the nature of the Assessment Center's workflow and processes.</p> <p>Post-AB705 saw that the college was no longer allowed to place students into development English and math courses. So, staff were trained to host more student discussions about the meaning of course placement, and also to learn how to talk about multiple transfer-level course placement eligibility relating to student educational goals. Lastly, because of the timeline to receive results was shortened and/or made immediate, Assessment was required to become more familiar with the college's matriculation processes so to better educate students on their next steps.</p>	Please explain any significant professional development activities that have occurred over the past year. Include the nature, reason, significance, and outcomes of the activities.
SS 10b) State any significant professional development needs for the program for the next year.	10b) Are there any significant professional development needs for the program (or others) over the next year?	<p><b>Continuation of Student Communication Training Needs</b></p> <p>In 2019-20, those students who are not eligible for a U.S. high school transcript assessment will take the English and Math Guided-Self Placement (GSP) assessment surveys in person with the Assessment Center. These surveys ask students to reflect upon their familiarity with the academic subject as well as their comfort when using their skills and abilities to complete sample class assignments and tasks. Upon assessment survey completion, staff will continue to deliver course placements, but in addition staff will also be responsible for:</p> <ul style="list-style-type: none"> <li>• Presenting transfer-level course options to students;</li> <li>• Explaining the differences of each option; and</li> <li>• Talking about how these options apply to student goals.</li> </ul> <p>Because of the assessment field's change from assessment testing to assessment survey, the Assessment Center staff are in need of continued professional development to maintain their technical skills to operate the assessment software, platforms and data entry techniques, while developing their soft interpersonal skills to ensure successful student conversations surrounding assessment for placement processes.</p>	Please identify any anticipated professional development needs for the program over the next year. Include the anticipated nature, reason, significance, and outcomes of the activities.



	PART 11	Curriculum, Student Success, and Equity	
SS 11a) Have there been any significant curriculum since the last APRU?	11a) Have there been any significant curriculum since the last APRU?	N/A	Please explain any significant curriculum changes that have occurred over the past year.
SS 11b) State any significant curriculum issues that will affect the program over the next year.	11b) Are there any significant curriculum issues in that will affect the program over the next year?	N/A	Please identify any anticipated curriculum issues in that could affect the program over the next year.
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program?	N/A	In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a> . If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
SS 11d) State gap of student success rates with targeted groups.	11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?	N/A	The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap
	PART 12	Other	
SS 12a) Have there been any other significant program changes since the last APRU?	12a) Have there been any other significant program changes since the last APRU?	N/A	Please explain any other significant program changes that have occurred over the past year.
	12b) Are there any other significant issues that will affect the program over the next year?	N/A	Please identify any other anticipated issues that could affect the program over the next year.
	PART 13	Student Services Learning Outcomes and Accreditation Standard II.B.4	
	13a) What are the current/active program outcome statements?	Assessment_SSLO_1: Students will make decisions about which assessment to take utilizing information from their educational history.	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)

	13b) How many SSLO/SLO statements have been assessed since the last APRU?	Assessment_SSLO_1: Students will make decisions about which assessment to take utilizing information from their educational history.	Please identify the SSLO statements that have been assessed over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13c) Summarize the outcomes assessment findings and resulting program enhancements made since the last APRU.	IR's June 2018 <a href="#">Language Arts Survey for Placement Analysis</a> found that between winter 2016 and winter 2018, 8,312 student survey responses were recorded; these responses were then matched with ESL or English (EWRT) enrollment by winter 2018. Of this population, 5,239 enrolled in a course with 25% enrolling in ESL and 75% enrolling in an EWRT course. Overall, the survey questions were successful in appropriately directing students to the ESL or EWRT placement test; however, survey responses were not correlated with student course success.	Please summarize the outcomes assessment findings and resulting program enhancements made over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13d) What are the program outcome assessment plans for the next year?	Assessment_SSLO_1: Students will make decisions about which assessment to take utilizing information from their educational history.  In 2018-19, the Language Arts faculty collaborated to embed Language Arts Survey questions in English Guided Self-Placement (GSP) tool for the purposes of directing ESL and English native speakers to the appropriate ESL assessment or English GSP assessment survey. These questions will be analyzed in 2020-2021.	Please indicate which SSLO/SLO statements will be assessed over the next year and when. (Include any plans to create new outcome statements.)
	<b>Part 14</b>	<b>APRU Summary</b>	Part 15 is intended to be a brief yet thorough overarching summary of Parts 1 through 14.
	14) Where has the program come from since last year, where is it now, and where does it anticipate or need to go over the next year?	In 2018-19, the Assessment team saw the elimination of two positions. Because 2019-20 responsibilities have increased and diversified, the assessment team cannot afford to lose any more positions and meet the needs of the college and our students.  <b>2018-19 Reflections &amp; 2019-20 Planning</b> Under 2018-19 AB705 changes, the Assessment Center eliminated the English and math placement tests; and began planning for AB705 related ESL changes. In 2019-20, the ESL assessment will continue to contain a placement test component and the Assessment Center will continue to proctor the Science proficiency exams and the ATB tests. In addition, the Center will maintain its traditional test proctoring services, question and answer student support, appointment requests, and data entry responsibilities. However, the nature of the Assessment Center has been altered.	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last APRU? 2) Where the program is now, and 3) Where the program anticipates or needs to go over the next year.

		<p>The Center now offers assessment surveys and the placement model no longer locks students into development English and math courses. With creation of the English and math assessment surveys and AB705's initiative to ensure student access to transfer-level English and math courses, the Center is now responsible for hosting student conversations culminating in a student's education regarding their transfer-level English and math course options. Lastly, under AB705 the Center must also develop and maintain more rigorous data review and data management processes due to the automation of English and math course placements.</p> <p>Thus, 2019-20 Assessment commitments will include:</p> <ul style="list-style-type: none"> <li>• The continued management of English and math course placement data</li> <li>• Evaluation of AB705 and AB1805 changes to policy and procedure made in 2018-19, evaluation of GSP tools, and creating action plans as needed</li> <li>• Planning for ESL changes following AB705 guidance</li> <li>• Evaluation and planning for the intersection of AB705 and Guided Pathways</li> <li>• Collaborating with college programs and services to align assessment within student matriculation and onboarding processes</li> <li>• Addressing staff professional development needs to meet student onboarding processes demands</li> </ul>	
	<b>Part 15</b>	<b>Divisional Perspective</b>	
	15a) Name of the Division and the names of the programs.	Enrollment Services is the name of the Division that houses the Admissions and Records, Evaluations, Assessment, Veteran Services and (new to the division) the International Student Program, and Cashiering Office.	Write the name of the division and the names of the programs that are submitting APRUs
	15b) Who wrote the Divisional Perspective?	Casie Wheat	Enter the name or names of those who authored this Divisional Perspective.
	15c) Summarize the APRU written by the programs of the Division.	The tremendous amount of high quality work was provide by Assessment to our students, faculty and staff in the year of 2018-19. Implementation of AB 705, MM, and Canvas guided self-placement, ESL moving toward AB 705, all these work was done with high touch! In addition, Assessment has been working in partnership with IR and ETS collecting US high school assessment from CCCApply applications and CalPass Plus. This process has been automated and works for now. Guided self-placement occurred and after few hiccups is up and running.	Please summarize all the APRUs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.