🏛 Dept SS - (A&R) Assessment

2018-19 Annual Program Review Update Submitted By:

SS Program Review Reporting Year: 2018-19

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 Chemistry1A, Biology 6A and Biology 40A prerequisites by exam. The primary assessment for placement services includes placement testing for Math, English and ESL and high school transcript assessment for Math and English/Reading. Because placement activity is correlated with enrollment trends it is anticipated that as the college witnesses a decline in enrollment, the Assessment Center will also have a decrease in number of students assessed and tests/exams proctored.

Furthermore, AB705 mandates require colleges to use high school transcript data as the primary assessment tool for English and math no later than fall 2019. With these changes, Assessment will continue to decline in placement testing services provided. The Assessment Center, in collaboration with IR and District ETS, has semi-automated the delivery of English and math placements for those students that have U.S. high school transcript data on file (by Open CCCApply application or CalPass Plus).

Post-AB705 Assessment services are anticipated to be as follows:
• ESL placement testing (The ESL test is allowed to be administered through Fall 2020; AB705 ESL changes are anticipated to be released in May 2019);
• Calculus Placement testing;
• Science exams; and
• ATB testing.

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. No Ability to Benefit (ATB) testing occurred in academic year 2017-18. De Anza's Annual 2017-2018 assessment test and science exam 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 2017-2018 Annual 2017-2018

Assessment Test Administered Count Assessment Test Administered (%)

Deanza Total 32,974 100.00 %

BIOLOGY TEST-5413 Total 269 0.82 %

African-American 11 4.09 %

Asian 102 37.92 %

Filipino 17 6.32 %

Hispanic 69 25.65 %

Multi-Ethnicity 16 5.95 %

Not Enrolled 1 0.37 %

Unknown 2 0.74 %

White Non-Hispanic 51 18.96 %

CALCULUS TEST-5401 Total 1,519 4.61 %

African-American 18 1.18 %

Asian 999 65.77 %

Filipino 37 2.44 %

Hispanic 128 8.43 %

Multi-Ethnicity 47 3.09 %

Not Enrolled 64 4.21 %

Pacific Islander 5 0.33 %

Unknown 52 3.42 %

White Non-Hispanic 169 11.13 %

CHEMISTRY 1A PLACEMENT TEST (CCDT)-8121 Total 574 1.74 %

African-American 10 1.74 %

Asian 334 58.19 %

Filipino 16 2.79 %

Hispanic 63 10.98 %

Multi-Ethnicity 24 4.18 %

Not Enrolled 12 2.09 %

Pacific Islander 1 0.17 %

Unknown 5 0.87 %

White Non-Hispanic 109 18.99 %

COMBINED ENGLISH LANGUAGE SKILLS ASSESSMENT (CELSA)-1074 Total 1,544 4.68 %

African-American 22 1.42 %

Asian 1,067 69.11 %

Filipino 10 0.65 %

Hispanic 126 8.16 %

Multi-Ethnicity 8 0.52 %

Not Enrolled 42 2.72 %

Unknown 39 2.53 %

White Non-Hispanic 230 14.90 %

CPT ARITHMETIC-1055 Total 1,452 4.40 %

African-American 83 5.72 %

American Indian/Alaskan Native 1 0.07 %

Asian 180 12.40 %

Filipino 61 4.20 %

Hispanic 831 57.23 %

Multi-Ethnicity 51 3.51 %

Not Enrolled 4 0.28 %

Pacific Islander 25 1.72 %

Unknown 8 0.55 %

White Non-Hispanic 208 14.33 %

CPT COLLEGE LEVEL MATH-1046 Total 3,030 9.19 %

African-American 71 2.34 %

American Indian/Alaskan Native 1 0.03 %

Asian 1,388 45.81 %

Filipino 147 4.85 %

Hispanic 700 23.10 %

Multi-Ethnicity 160 5.28 %

Not Enrolled 49 1.62 %

Pacific Islander 16 0.53 %

Unknown 37 1.22 %

White Non-Hispanic 461 15.21 %

CPT ELEMENTARY ALGEBRA-1056 Total 3,271 9.92 %

African-American 126 3.85 %

American Indian/Alaskan Native 1 0.03 %

Asian 772 23.60 %

Filipino 198 6.05 %

Hispanic 1,429 43.69 %

Multi-Ethnicity 174 5.32 %

Not Enrolled 22 0.67 %

Pacific Islander 41 1.25 %

Unknown 23 0.70 %

White Non-Hispanic 485 14.83 %

CPT READING COMPREHENSION-1053 Total 6,584 19.97 %

African-American 225 3.42 %

American Indian/Alaskan Native 4 0.06 %

Asian 2,245 34.10 %

Filipino 344 5.22 %

Hispanic 2,310 35.09 %

Multi-Ethnicity 318 4.83 %

Not Enrolled 86 1.31 %

Pacific Islander 49 0.74 %

Unknown 71 1.08 %

White Non-Hispanic 932 14.16 %

CPT SENTENCE SKILLS-1054 Total 6,482 19.66 %

African-American 215 3.32 %

American Indian/Alaskan Native 5 0.08 %

Asian 2,213 34.14 %

Filipino 336 5.18 %

Hispanic 2,285 35.25 %

Multi-Ethnicity 314 4.84 %

Not Enrolled 82 1.27 %

Pacific Islander 46 0.71 %

Unknown 69 1.06 %

White Non-Hispanic 917 14.15 %

ENGLISH WRITING SAMPLE-5155 Total 6,710 20.35 %

African-American 224 3.34 %

American Indian/Alaskan Native 7 0.10 %

Asian 2,297 34.23 %

Filipino 347 5.17 %

Hispanic 2,351 35.04 %

Multi-Ethnicity 328 4.89 %

Not Enrolled 84 1.25 %

Pacific Islander 48 0.72 %

Unknown 71 1.06 %

White Non-Hispanic 953 14.20 %

ESL WRITING SAMPLE-5015 Total 1,539 4.67 %

African-American 22 1.43 %

Asian 1,066 69.27 %

Filipino 9 0.58 %

Hispanic 125 8.12 %

Multi-Ethnicity 8 0.52 %

Not Enrolled 42 2.73 %

Unknown 38 2.47 %

White Non-Hispanic 229 14.88 %

Report Run Date As Of : 3/8/2019 2:05:55 PM

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 services to De Anza students in the following ways:
-Test/Exam 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 tests
-Proctoring services for the Biology 40A exam and Chemistry 1A/ Biology 6A exams
-Assessment results data entry/upload
-High School Transcript Assessment for English/Reading, ESL and Math
-Ability to Benefit (ATB) Test proctoring for students seeking federal financial aid assistance

Indirect assessment student services include:
-Implementation of AB705 and AB1805
-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 of testing technicians and support for special population testing events (International Student Program, DSPS, Annual Open House, etc.)
- Placement testing coordination with ISP Orientations 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 Part 13 of 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?: Accessibility by Service Mode
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) Students can also request to transfer their raw test scores for placement consideration within the English, ESL, and math course sequences at De Anza;
4) De Anza accepts the transfer of Chemistry 1A exam results from Foothill College;
5) 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; and
6) Placement test score release.

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.

Disproportionate Impact
All community colleges are required to analyze assessment for placement practices for potential disproportionate impact at the local level. The first round of English and Math

changes toward AB705 compliance were launched in July 2018 so to capture the majority of student assessing for fall 2018. The college began using U.S. high school transcript data as the primary assessment tool for English and Math placement for those students that had transcript data on file; and the placement test was optional for those that wanted to earn a higher placement. Those students that did not have U.S. high school transcript data on file were required to take the English and Math placement test.

The December 4, 2018 Analysis of Placement and Enrollment for Fall 2018 by Institutional Research 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.

It is anticipated that by fall 2019, the college will discontinue the use of testing for college level English and math (10 & 41) placement. Post-AB705 implementation disproportionate impacted alongside student success rates will continue to be studied as documented in IR's AB705 Research Plan. AB705 ESL Implementation guidelines are anticipated to be released in May 2019 with an implementation deadline of no later than Fall 2020.

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 partner with Counseling and Outreach for the purposes of relaying clear messaging about assessment for placement processes as well as information about other services provided. On a quarterly basis, the assessment center supervisor presents at the Counselors In-Services to provide any changes in the assessment field and to share materials so that the information is accurately relayed to students.

Furthermore, the assessment center supervisor is a chair on the AB705 Steering Committee, which is the college body that oversees the implementation of AB705 assessment and curricular changes. This group is coordinated by the assessment center supervisor and meets on a weekly and monthly basis. Lastly, the assessment center supervisor also coordinates the district FHDA Assessment Taskforce Meetings.

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. The December 4, 2018 Analysis of Placement and Enrollment for Fall 2018 by Institutional Research 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.

It is anticipated that by fall 2019, the college will discontinue the use of the English and math placement test. Post-AB705 implementation disproportionate impacted alongside student success rates will continue to be studied as documented in IR's AB705 Research Plan. AB705 ESL Implementation guidelines are anticipated to be released in May 2019 with an implementation deadline of no later than Fall 2020.

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 continue 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.

Student data is entered in the Student Information System, Banner, which is maintained by the FHDA District.

SS 4a) Have there been any significant staffing changes since the last APRU?: On June 30, 2019, one testing technician will retire. This position is slated to be eliminated on July 1, 2019. In academic year 2019-20, the Assessment team will be composted of three testing technicians, one assessment specialist, and one supervisor.

SS 4b) Are there any significant staffing changes that will be needed?: On June 30, 2019, one testing technician will retire. This position is slated to be eliminated on July 1, 2019. In academic year 2019-20, the Assessment team will be composted of three testing technicians, one assessment specialist, and one supervisor.
AB705 mandates require colleges to bring about the disuse of the English placement test and Math placement for Math 41 and Math 10 entry no later than fall 2019. To replace the tests, the college will move forward with the following placement tools for the defined student populations:

Assessment Tool Service Mode Anticipated Work Flow Population Estimated Students Served
U.S. high school transcript assessment
Assessment, in partnership with IR and ETS, will collect student U.S. high school transcript assessment from the Open CCCApply application and CalPass Plus. Using this data, students will receive an automated placement.

Assessment will be responsible for managing and overseeing student placement data. Students who have U.S. high school transcript data available. Two-thirds of the new student population
Guided Self-Placement (GSP) tool, housed in Canvas To be determined; The GSP tool will be housed in Canvas, making it portable. The college will have to determine how the GSP should be administered.

Beta testing for the GSP is anticipated to occur in March; and plans to transition from testing to GSP will occur in April.
To be determined; GSP may require counselor assistance as the tool will ultimately allow students to choose what transfer level math and English courses are most appropriate for their educational goals and subject knowledge and skill level. Students that no longer have access to their U.S. high school transcript information or did not complete high school or attended high school outside of the U.S.
One-third of the new student population

With the above changes in place, beginning academic year 2019-20, it is anticipated that the Assessment Center's services will be composed of the following services:
• U.S. high school transcript assessment for English and Math placement
• Administration of the English and Math Guided Self-Placement
• Calculus Placement Test
• ESL placement testing (through fall 2020)
• Science exam testing
• Ability to Benefit Exam testing
At this time, it is unclear how the change in services provided will impact the staffing needs and the general workflow of the Assessment Center.

SS 5a) Have there been any significant facility changes since the last APRU?: 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.

In addition, the testing lab and front desk areas are not ADA compliant.

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 5b) Are there any significant facility changes that will be needed over the next five years?: As AB705 changes are implemented, Assessment's service area may evolve; this could be an opportunity for the Student Services to revision the purpose of the physical space where Assessment is located.

SS 6a) Have there been any significant equipment changes since the last APRU?: 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.

SS 6b) Are there any significant equipment changes that will be needed over the next year?: 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 working on the computer

SS 7a) Have there been any significant operational cost changes since the last APRU?: With the anticipated retirement of English and math placement testing, the following materials will no longer be purchased:
• Accuplacer Classic English & Math test units ($35,000 annually)

• English essay printing costs ($1,500 annually)

However, remaining test/exam costs will continue:
• Student Assessment handouts (course sequences, results forms, etc.) ($5,000 annually)

• Scanner Rental, Software/Maintenance used for Chemistry 1A/Biology 6A exam and ESL placement test scanning ($2,000 annually).

• Calculus Placement test Accuplacer test units ($2,500 annually)

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

• ESL essay printing costs ($1,000 annually)

• Biology 40A Exam Accuplacer test units ($500 annually)

SS 7b) Will any significant operational cost changes be needed over the next year? :
Professional Development & Conference Funding
• With AB705 alongside the Guided Pathways movement, 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, customer service training, and increased knowledge of assessment results and student educational goals/pathways. In previous years, the testing technicians' data entry duties were limited to the determining test eligibility, test appointment set up, test proctoring, and test result data entry. However, the move away from their traditional role as test proctors and move toward data entry, Assessment team to learn to use computer programs such as excel in greater depth, and also learn new banner functions. In addition the team will need to learn about how assessment results pertain to a student's educational goal.
• A request for a $2,000 conference budget is made available for professional development and conference funds.

Technology/Resources Budget
The Accuplacer English and Math tests will retire in Fall 2019. The college could choose to move away from using the Accuplacer Platform from housing the locally developed Biology 40A Exam and Calculus Readiness Exam. This would save Student Services from purchasing Accuplacer test units ($1.65 per unit).

However, Assessment would need to find another platform to house this exam. Available options include: A request for ETS to create a platform and store the data; or Canvas.

SS 8a) Have there been any significant organizational alignment changes since the last APRU?: 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 the matriculation processes.

Currently, and moving forward, Assessment will continue to align 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 significant organizational alignment changes that will be needed over the next year: When De Anza moves away from placement testing and toward Guided Self-Placement (GSP) for English and math placement, there will be an opportunity for Assessment to align more with counselors. GSP will be designed to allow the student to choose the course placement and support that is best for their educational goal and subject knowledge/skill level. A GSP session with a counselor present will ensure that students will have access to a counselor for course placement impact on educational planning and student success resources.

SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?: Assessment continues work on AB705 implementation. Math and English should be AB705 compliant by fall 2019.

In January 2018, AB1805 was passed. This law will require the college to report out on AB705 compliance via a standardized report. In addition, the college will be responsible for clearly explaining assessment processes and procedures in student friendly language.

SS 9b) State significant changes in regulations/laws/policies affecting program over next year.: AB705 ESL implementation guidance from the CCCCO is anticipated in May 2019; with an implementation date of fall 2020. Assessment is waiting for the Board of Governors to determine if the ESL placement test will be approved for use after fall 2020. In addition, ESL is required to maximize student throughput rate and to ensure that students complete a transfer level English course within three years. Any changes to assessment tools and/or the ESL course sequence will require Assessment to make changes prior to fall 2020.

SS 10a) State any significant professional development activities for the program since last APRU.: To maintain current on AB705 implementation and changes, the Assessment center supervisor attended the following conferences:
• California Community College Assessment Association Regional Meeting [attended as a presenter]
o Presented on Banner integration of assessment data
• The RP Group Student Success Conference [attended using Teamsters funding]
o Presented on AB705 Assessment changes in Banner

SS 10b) State any significant professional development needs for the program for

the next year.: As Assessment policies change and evolve, the Assessment Center staff should attend professional development conferences relating to assessment 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 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 APRU?: Assessment does not participate in the development of curriculum.

SS 11b) State any significant curriculum issues that will affect the program over the next year.: 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 Part 3, Section 3a).

SS 11d) State gap of student success rates with targeted groups.: As Assessment continues to pilot new assessment tools for placement, student success rates are being analyzed by the Office of Instructional Research and Planning (http://deanza.edu /ir/deanza-research-projects/assessment/AssesmentPlacement_BasicSkills.html).

The December 4, 2018 Analysis of Placement and Enrollment for Fall 2018 by Institutional Research 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 placement.

It is anticipated that by fall 2019, the college will discontinue the use of the English and math placement test. Post-AB705 implementation disproportionate impacted alongside student success rates will continue to be studied as documented in IR's AB705 Research Plan. AB705 ESL Implementation guidelines are anticipated to be released in May 2019 with an implementation deadline of no later than Fall 2020.

SS 12a) Have there been any other significant program changes since the last APRU?: No later than fall 2019, AB705 mandates will require the college to use U.S. high

school transcript data (GPA, courses taken and grades earned) as the primary assessment tool for English and Math placement. This change in the assessment model will result in some two-thirds of students receiving an automated English and math placement based on their high school transcript data (via the Open CCCApply application or CalPass Plus transcript) within five days of their application being processed. Furthermore, this population will no longer be required to take an English or math test, nor will they have to up two weeks for their test results to be processed.

Guided Self-Placement
It is estimated that one-third of De Anza's students will not have a U.S. high school transcript data available for assessment. This population will include the following student populations:
1. Students that did not complete at least 9-11th grade in high school; or
2. Students have been out of high school for several years;
3. Students that attended high school outside of the U.S.; and
4. F1 Visa students.
No later than fall 2019, the college will assess these populations using the English and Math guided self-placement (GSP) tool. Because the GSP tool is housed in Canvas, it will be portable and accessible. The GSP process will allow students to review subject content and course outcomes for the purposes of delivering to the student an English and math course placement.

Note: English language learners will be assessed using the English as a Second Language (ESL) assessment. The ESL assessment, which is approved for use through fall 2020, is composed of a 30-minute hand written essay and the CELSA multiple-choice test, a non-portable, computerized multiple-choice test.

While the demand for placement testing will continue to diminish, post-AB705 Assessment services are anticipated to be as follows:
• English and Math Guided Self-Placement
• ESL placement testing (The ESL test is allowed to be administered through Fall 2020; AB705 ESL changes are anticipated to be released in May 2019);
• Science exams; and
• ABT testing.

SS 2b) Are there any other significant issues that will affect the program over the next year?: Given the anticipated AB705 changes (as described in the above section Part 12, 2b.) it is unclear how the Assessment Center will be impacted.

SS 13a) What are the current/active program outcome statements?: Students will make decisions about what placement test to take utilizing information from their educational history.

SS 13b) How many SSLO/SLO statements have been assessed since the last APRU?: One: Students will make decisions about what placement test to take utilizing information from their educational history.

SS 13c) Summarize the outcomes assessment findings and resulting program

enhancements since last APR: Survey 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 test or English GSP. These questions will be analyzed in 2020-2021. (Active)

Comments/Notes: AB705 mandates require that the English GSP be implemented no later than fall 2019. The impacts of the English GSP can be analyzed one year after implementation.

Date Added: 02/12/2019

Active: Yes

On 6.4.18, IR completed the Language Arts Survey for Placement Analysis [http://deanza.edu/ir/deanza-research-projects/assessment /LanguageArtsSurveyMemo.pdf]. The report 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 5239 enrolled in a course with 25% enrolling in ESL and 75% enrolling in an EWRT course. Overall, the survey questions was successful in appropriately directing students to the ESL or EWRT placement test; however, survey responses were not correlated with student course success. (02/12/2019)

Quarter of Assessment: Summer
people involved in Reflection & Analysis:: 10
Format of departmental dialogue: Department meeting
Reflection (CLICK ON ? FOR INSTRUCTIONS): Given that that the survey was successful in directing students to the ESL or English test, these questions will continue to be used to administered.

SS 13d) What are the program outcome assessment plans for the next year?:
Students will make decisions about what placement test to take utilizing information from their educational history.

Survey 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 test or English GSP. These questions will be analyzed in 2020-2021.

SS 14) Analysis of the program from last APRU, now, and anticipate over next year.:
Due to state laws Assessment has changed greatly from academic year 2016-17. In addition, the Assessment function as a matriculation step has also been altered. Because all students will have the right to access transfer level English and math, and because an estimated two-thirds of the new student population will receive an automated placement using their high school transcript data, Assessment may no longer be the first point of

contact for student services for a large majority of our students. This is a huge change in college culture, in that, the college will now need to reevaluate how students will be direct appropriately to their next matriculation steps.

Furthermore, Student Services and Instruction will need to collaborate to ensure that English learners are appropriately placed into the ESL course sequence and not into a transfer level English 1A course.

SS 15a) Name of the Division and the names of the programs.: Enrollment Services

SS 15b) Who wrote the Divisional Perspective?: The primary authors of the divisional perspective for the Assessment program are Nazy Galoyan, Dean of Enrollment Services; Casie Wheat, Assessment Supervisor.

SS 15c) 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."