

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 1 -	Program Information	
1a) Program Name:	Assessment Center	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Stephen Fletcher	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	<p>In 2012-13, the Assessment Center tested 4,788 students. In 2013-14, the Assessment Center tested 4,797. These numbers indicate the number of students taking placement tests is stable.</p> <p>In 2012-13, the Assessment Center reviewed and entered 5,409 prerequisite clearances. In 2013-14, the Center reviewed and entered 4,527 prerequisite clearances. It is likely the decrease is due to the increase in the number of clearances reviewed by divisions and departments. For example, CIS reviews all clearance requests for CIS courses. IIS is starting a similar process.</p> <p>Between March 2014 and April 29, 2014, Outreach tested 826 students in 18 high schools, with 6 additional schools scheduled in month. Consequently, the number of students tested this year will likely exceed the 900 students tested last year.</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?
1d) Who are the typical students served by this program?	<p>First term students who are taking the placement tests as part of the matriculation (now SSSP) process.</p> <p>Continuing students who want to retake a placement test.</p> <p>Transfer students who want to use prior coursework for placement.</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)?
PART 2 -	MISSION and Accreditation Standard II.B.1	
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 discussions about courses in which they are likely to succeed.	Cut/paste or type in the program's most current Mission Statement.

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p>2b) In what ways and to what extent does the program assure the quality of its services to students?</p>	<p>The supervisor conducts periodic validation studies to look at the relationship of placement testing to student success. Last year, the chemistry test, and the English and ESL essays were reviewed. As part of the English and ESL essay reviews, students were asked if they were appropriately placed. The faculty were also asked if they thought the students in their classes were appropriately placed. A minimum of 75% of students thought they were appropriately placed. The faculty believed that a minimum of 75% of their students were in the appropriate course.</p> <p>The supervisor also produces a summary report after the add period ends each quarter. The report shows the number of students testing, disaggregated by ethnicity and course. The report also provides a summary of the number of clearances entered into Banner by subject area.</p> <p>Both of these methods insure that the placement process is conducted fairly.</p>	<p>Please address part 1 of Accreditation Standard II.B.1 -The institution assures the <u>quality</u> of student support services</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>The placement process is the first process that students encounter on campus which encourages them to use critical thinking skills in decision making. As developing critical thinking skills is one of the goals of the college, the process of placement supports the goals of the college.</p> <p>In addition, as indicated in 2b, the validation process provides evidence that students and their instructors believe the placement recommendation is appropriate.</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 <u>achievement of the mission</u> of the institution.</p> <p>The college Mission Statement can be found at: http://deanza.edu/about/mission.html</p>
<p>PART 3 -</p>	<p>Accreditation Standard II.B.3</p>	<p>Accreditation Standard II.B.3 - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p>3a) In what ways and to what extent does the program assure equitable access for all students?</p>	<p>The summaries done each quarter of placement data is disaggregated by ethnicity. The validation process is required to look at placement recommendations by ethnicity, age and gender. While there is some disproportionate impact, the discrepancies are likely to be associated with the variation in preparation of students rather than an inherent bias of the placement process. We have adjusted our process for registering for a test, whether</p>	<p>Accreditation Standard II.B.3.a - The institution assures <u>equitable</u> 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,</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>by appointment or standby, so that students are aware of the importance of preparation prior to taking a placement test.</p> <p>Students who need accommodations due to emotional, cognitive, or physical challenges go to DSPS initially to determine what accommodations are needed. If the Assessment Center can meet these accommodations, then students take the placement tests in the Assessment lab. If not, DSPS has a special testing section in the second floor ATC computer lab which has special software (e.g, reads information on the computer screen) to assist in the placement testing process.</p> <p>High school seniors attending local schools can take the placement tests at their school through the efforts of Outreach. This year, Outreach did placement testing in 24 schools.</p> <p>For students who live out of the area, they can take placement tests at their local college or university within the United States. The Assessment Center will provide the local institution with the necessary information so students can test off-site.</p>	<p>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>3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>The registration process, whether by appointment or standby, has been altered to encourage students to take responsibility for their placement results by learning about the retest policy and getting a general idea about how to prepare for the assessments. Additional partnerships with the divisions and Student Success Center are developing additional strategies for students to be more responsible for placement preparation and self-awareness regarding their subject area competencies.</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>3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?</p>	<p>While the Assessment staff does not officially provide counseling or academic advising to students, we do provide students information about English, ESL, and mathematics course sequences so students can understand the relationship of placement recommendations and curriculum. The office also refers students to special programs and counseling where applicable.</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>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<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>The Assessment office works closely with the International Student, ESL, DSPS, and other programs serving targeted/underrepresented populations.</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>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>The supervisor conducts periodic validation studies to look at the relationship of placement testing to student success. Last year, the chemistry test, and the English and ESL essays were reviewed. As part of the English and ESL essay reviews, students were asked if they were appropriately placed. The faculty were also asked if they thought the students in their classes were appropriately placed. A minimum of 75% of students thought they were appropriately placed. The faculty believed that a minimum of 75% of their students were in the appropriate course. The supervisor also produces a summary report after the add period ends each quarter. The report shows the number of students testing, disaggregated by ethnicity and course. The report also provides a summary of the number of clearances entered into Banner by subject area. Both of these methods insure that the placement process is conducted fairly. The Assessment supervisor also serves on state committees that review the placement process and future of Assessment in the system, and this information is shared with campus constituents.</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>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?</p>	<p>Placement test results are entered into the student portion of Banner. As part of the database for Banner, then the results are part of the regular back up of student information. If students submit an official copy of a transcript in a sealed envelope for a prerequisite clearances, the transcript will be taken to Admissions and Records and scanned into the Banner Document Management Services database.</p>	<p>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.</p>
<p>PART 4 -</p>	<p>Staffing</p>	

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p>4a) Have there been any significant staffing changes since the last CPR in 2008-09?</p>	<p>The Assessment Specialist retired in December 2013. After conducting a hiring process, one of the Assessment technicians was promoted to the Specialist position. We are currently seeking to hire a new assessment technician.</p>	<p>Please explain any significant changes in Classified, Faculty, and Administration positions that have occurred over the past five years.</p>
<p>4b) Are there any significant staffing changes that will be needed over the next five years?</p>	<p>With three office staff in their mid to late 50s, it is possible that one or more may retire within the next five years. The volume and scope of prerequisite clearances has not been addressed. Permanent staff to process them should be hired either at the Assessment, Evaluations, Counseling, or division level.</p>	<p>Please identify any anticipated changes in Classified, Faculty, and Administration positions that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated Student Success Support and Program (3SP) connections)</p>
<p>PART 5 -</p>	<p>Facilities</p>	
<p>5a) Have there been any significant facility changes since the last CPR in 2008-09?</p>	<p>We restructured the check in process so students ask questions and schedule appointments in SCS 144 rather than in the main office (SCS 143). The change allows staff members to interact with students in an environment where private information is less likely to be overheard by others. As part of this change, students enter the Assessment lab from the patio in front of the Student and Community Services building rather than from the hallway outside SCS 143.</p>	<p>Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SP connections)</p>
<p>5b) Are there any significant facility changes that will be needed over the next five years?</p>	<p>As priority registration is now dependent on students completing placement testing earlier, and with the increasing number of students participating in the International Student Program orientation, it may be advantageous to get a larger computer lab. SSSP requirements necessitated increasing the assessment role on high school campuses and during weekends. On campus testing currently utilizes the Assessment lab and the computer labs in the library and LCW, but other labs may be needed to accommodate serving students, especially during finals and other peak demand times. Use of other labs will require a facilities review to make sure computers can access the placement testing websites.</p> <p>Testing in high schools will also necessitate a facilities review to determine software compatibility for placement testing. While this is currently done by the Outreach specialist, Jorge Morales, as Outreach has the additional responsibility of scheduling and</p>	<p>Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>coordinating orientation, testing, and education plan workshops, it may be advisable to have a designated person to work with high schools to make sure their computer labs meet the necessary specifications.</p>	
PART 6 -	Equipment	
<p>6a) Have there been any significant equipment changes since the last CPR in 2008-09?</p>	<p>The computers in the lab were replaced in 2013. ETS replaced the computer in the back room with a proxy server. The change means that all 39 computers in the lab can be used simultaneously for ESL testing. Prior to the change, only 10 students could take the ESL test at one time.</p>	<p>Please explain any significant changes in program equipment that have occurred over the past five years. (Instructional and non-instructional)</p>
<p>6b) Are there any significant equipment changes that will be needed over the next five years?</p>	<p>As computers are on a cycle of five years, the lab and staff computers will need to be replaced in 2018. The Center is struggling with finding a large computer lab to assess international students during their orientation. Two solutions are possible at this point. First, Accuplacer has recommended an online proctoring service so students may be able to take the placement tests without traveling to De Anza. The value of the online proctoring service is that it could also be used by students taking online education courses. Second, the college could allocate an existing lab as the designated overflow site. Another thing that needs to be looked at is having the option of an Internet based ESL test. Currently, the ESL test is on a local server so students testing away from De Anza's Assessment lab (in LCW computer lab, in a high school, out of state). While the local server option runs about \$1,000/year, the Internet based system will run over \$10,000/year. This cost will be a non-issue when the state's common assessment is implemented.</p>	<p>Please identify any anticipated program equipment needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated 3SP connections)</p>
PART 7 -	Operational Costs	

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p>7a) Have there been any significant operational cost changes since the last CPR in 2008-09?</p>	<p>The cost of test units continued to increase until the state negotiated with College Board about a fixed rate of \$1.70 per unit. The cost of using CELSA (the ESL test) increased as we pay a \$900 site license and a fee based on the number of test units used.</p>	<p>Please explain any significant changes in program operational funding that have occurred over the past five years. (B budgets)</p>
<p>7b) Are there any significant operational cost changes that will be needed over the next five years?</p>	<p>While the state has said they will pay for the cost of test units for the English, ESL, and mathematics common assessments, De Anza is likely to continue to administer the English and ESL essays. Currently reader costs are about \$30K per year and are not sustainable. As the cost of the readers does not come from the Assessment budget, whether the readers are utilized has implications for the English and ESL placement process in terms of the amount of time students need to test and the time needed for students to get their results.</p>	<p>Please identify any anticipated changes to operational cost needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 8 -</p>	<p>Organizational Alignment</p>	
<p>8a) Have there been any significant organizational alignment changes since the last CPR in 2008-09?</p>	<p>Since 2008-9, the Assessment Center has been moved from the Counseling Division to the Admissions and Records Division. The change has improved the communication between Assessment and Admissions and Records, which is important as the two sections deal with many of the same questions about registration and enrollment. It has also resulted in some cross-training and working out of class opportunities for staff advancement. Another change since 2008-9 is the prerequisite clearance process. While Title V regulations indicate prerequisite review should be done by subject area experts, the task was given to the supervisor of the Assessment Center in 2010. The duties mean that the supervisor works with instructional deans and department chairs to determine if students have met prerequisites based on coursework completed at other colleges. The duties also require collaboration with the evaluators at Admissions and Records about what course equivalencies have already been established. In terms of volume, initially there were fewer than 500 clearances per year, but now the supervisor enters 1500-2000 per quarter.</p>	<p>Please explain any significant organizational alignment changes that have occurred over the past five years.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p>8b) Are there any significant organizational alignment changes that will be needed over the next five years?</p>	<p>Alignment between Counseling, the divisions, and Assessment is more important under SSSP mandates, the review and implementation of Common Assessment, and state-wide review and potential adoption of multiple measures. Not adhering to state requirements or maintaining high cut scores, rejecting multiple measures, etc could have long-term negative enrollment and fiscal consequences.</p>	<p>Please identify any anticipated changes to organizational alignments that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p>PART 9 -</p>	<p>Regulations/Laws/Policies</p>	
<p>9a) Have there been any significant changes in regulations/laws/policies since the last CPR in 2008-09?</p>	<p>As the state budget has improved, the CCCCCO has revived the validation process for placement tests. The state limit on course repetition/repeatability has had implications for the prerequisite clearance process. Enrollment is now limited to students who have not successfully completed a course. While not affecting traditional students, the policy has affected enrollment of students who are returning to school to retake courses for graduate or professional school.</p>	<p>Please explain any significant changes in regulations/laws/policies that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>
<p>9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next five years?</p>	<p>The statewide common assessment is scheduled to be implemented in 2015 or 2016. The assessment will include English, ESL and mathematics assessments. The English test will include a writing sample. Recent information from the CCCCCO indicates that if colleges utilize any assessment for placement, they will need to use the common assessment or risk not receiving any 3SP money. The 3SP legislation also indicates that high school curriculum needs to be closer aligned with college English and mathematics courses. One implication of this is that the state is also looking at the use of high school grades for placement in mathematics and English. CalPASS recently started looking at the relationship of high school grades in predicting placement and success in college English and mathematics utilizing data already submitted to CalPASS from high schools and colleges.</p>	<p>Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated 3SP connections)</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

PART 10 -	Professional Development	
<p>10a) Have there been any significant professional development activities for the program (or others) since the last CPR in 2008-09?</p>	<p>Since 2008-9, the staff went through training and implementation related to Banner. The staff completed CPR training as part of emergency preparedness training. Staff has also participated in committee work, and the supervisor completed the ACCCA mentor program, Admin 101, and now serves on two state-level committees.</p>	<p>Please explain any significant professional development activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>
<p>10b) Are there any significant professional development needs for the program (or others) over the next five years?</p>	<p>With the implementation of the Student Success and Support Program, specifically the common assessment, it is likely staff will need training. English, ESL and mathematics personnel will also need to participate in resetting cut scores when the new test is chosen.</p>	<p>Please identify any anticipated professional development needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated 3SP connections)</p>
PART 11 -	Curriculum, Student Success, and Equity	<p>The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .</p>
<p>11a) Have there been any significant curriculum since the last CPR in 2008-09?</p>	<p>N/A</p>	<p>Please explain any significant curriculum changes in that have occurred over the past five years.</p>
<p>11b) Are there any significant curriculum issues in that will affect the program over the next five years?</p>	<p>N/A</p>	<p>Please identify any anticipated curriculum issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>
<p>11c) What is the aggregate student success rate in the instructional portions of the program?</p>	<p>N/A</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p>Has the 60% requirement been met or exceeded?</p>		<p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>
<p>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?</p>	<p>Based on the recent validation study, there is disproportionate impact for the EWRT essay. The impact, though, may not be due to the essay but that certain ethnic groups tend to take the English placement test later. For example, 68% of white students who take the English placement test are between 17 and 18 years old, compared to 58% of Asian students and 9% of Latino students. If academic writing skills deteriorate with time, then the disproportionate impact is due to time out of school. There is disproportionate impact for the chemistry test as most students taking the test are less than 20 years old. According to the CCCCO's Datamart, 70% of students in 2012-13 were at least 20 years old. Consequently, there is a lack of older students not taking the chemistry placement test. There is also disproportionate impact for mathematics. For students taking the placement test for spring quarter, 67% of white students placed into Math 210 or 212, 26% of Asians placed into Math 210 or 212, and 76% of Latinos placed into Math 210 or 212. If the referent group is whites, then there is no disproportionate impact among the three groups. If the referent group is Asians, then there is disproportionate impact. In the case of English and mathematics, the college is working to reduce the differences across groups with programs like Puente, First Year Experience, and AAPI.</p>	<p>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</p>
<p>PART 12 -</p>	<p>Other</p>	
<p>12a) Have there been any other significant program changes since the last CPR in 2008-09?</p>	<p>N/A</p>	<p>Please explain any other significant program changes that have occurred over the past five years.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<p>12b) Are there any other significant issues that will affect the program over the next five years?</p>	<p>N/A</p>	<p>Please identify any other anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated 3SP connections)</p>
<p>PART 13 - Student Success and Support Programs (3SP)</p>		
<p>13a) How will the new 3SP orientation requirements affect the program over the next five years?</p>	<p>Currently, the orientation process is separate from activities at the Assessment Center. However, the process of assessing high school students on-site and then following up with an on-site orientation pressures the ESL/English faculty to score essays in time for the scores to be included in the abbreviated educational plan. While funds were available for the pilot in 2014, it is questionable whether the increase in reader time is sustainable in future years.</p>	<p>Summarize any orientation issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p>13b) How will the new 3SP assessment requirements affect the program over the next five years?</p>	<p>The Assessment Center will be required to implement the new common assessment. Tasks will include: Work with ETS on how to adapt the current computers to the new platform. If the new assessment is not College Board's Accuplacer, or if there are significant changes to Accuplacer, the supervisor will need to work with Language Arts and PSME faculty on setting new cut scores for courses. Work with ETS on adapting the current process of transferring placement scores into Banner to fit the new assessment. Disaggregate placement results to determine how well the new assessment works for students and curriculum at De Anza. The new requirement of having to complete placement testing, orientation and education plan in order to obtain priority registration creates a challenge for students who do not live locally. This is especially critical for international students. College Board has recommended one company to do remote proctoring. We are working out the policy issues with the CCCC. (According to CCCC, these issues have implications for proctoring examinations for students taking online education courses, as</p>	<p>Summarize any assessment issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	well.)	
13c) How will the new 3SP student education planning requirements affect the program over the next five years?	Based on the 2014 pilot of SSSP, the time between students taking the English and ESL tests and finding out their placement recommendations will need to be reduced. Given the competition for student enrollment, we might have to adjust our recruitment cycle, including admissions and assessment.	Summarize any student education planning issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.
PART 14 -	Student Services Learning Outcomes and Accreditation Standard II.B.4	Accreditation Standard II.B.4 - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
14a) What are the current/active program outcome statements ?	The percentage of students re-testing within six months will decrease. There will be an increase in the percentage of students who prepare before testing.	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)
14b) How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?	Three. The following was assessed but dropped because the percentage of students never varied from 100%: There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters. By looking at actual enrollment data of students taking the placement test, it is apparent that only 60-70% of students taking the English or mathematics placement tests enrolled. Therefore, the item was deemed unreliable and dropped.	Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)
14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.	The percentage of students retesting decreased to less than 1% for mathematics. This percentage will likely decrease as more students test under the 2013 retest policy. The percentage of students retesting for English also decreased because of the new Language Arts guided retest policy. The percentage of students preparing before testing increased to 42.3%, which is still low.	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	The Student Success Center is currently working with Khan Academy on a series of review exercises. As students complete the exercises and take the placement test, the placement results will be reviewed to determine the success of the materials.	
14d) What are the program outcome assessment plans for the next five years?	Retesting and preparation will continue to be critical factors in assessment. While the state is likely to pay for all test units, it is important to encourage students to prepare to take placement tests once so they make the most of their time at De Anza.	Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)
Part 15 -	CPR SUMMARY	Part 15 is intended to be a brief yet thorough overarching summary of Parts 1 through 14 .
15) Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?	The Assessment Center has gone from a walk-in format to an appointment based system. The appointment system allows the Center to help a comparable number of students without the long lines which occurred during the summer. Restructuring the check-in process utilizing SCS 144 has improved the staff's ability to maintain confidentiality of student information about placement. The change has also improved staff safety and the environment of work area in SCS 143.	Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).
Part 16 -	DIVISIONAL PERSPECTIVE	Applicable to Divisions that have multiple programs that are writing CPRs
16a) Name of the Division and the names of the programs.	Admissions and Records Division: Admissions, Assessment, Evaluations/Graduation, Records, Registration, Transfer, and Veteran Services.	Write the name of the division and the names of the programs that are submitting CPRs
16b) Who wrote the Divisional Perspective?	Kathleen Moberg, Dean	Enter the name or names of those who authored this Divisional Perspective.
16c) Summarize the CPRs written by the programs of the Division.	The Assessment office has been instrumental in improving timely assessment services; liaising with divisions to discuss services, policy/procedures that impact students; partnering with Counseling, Admissions and Outreach to support the SSSP; and meeting additional demand in the area of prereq clearances. The supervisor has also been key to providing continued discussion about state-wide initiatives, and his role on state-level committees provides both first-hand information for the college and an	Please summarize all the CPRs 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.

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>opportunity for the college interests to be represented at the state level. Assessment, although a service area, has also become an important player in broader campus issues such as multiple measures, support services and preparation, tutoring, pilot projects with high schools, etc.</p>	
--	--	--