

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

Left - Column 1: Indicates the **requested information** for the 2013-14 Comprehensive Program Review (CPR).

Center - Column 2: Records the **program responses** to the requested information in Column 1.

Right - Column 3: Contains the **instructions/suggestions** for responding to the requested information in Column 1.

General Instructions: The CPR is not intended to be a document written by one person. **Involve** the entire program in the process as much as possible. **Complete** all 15 Parts of the CPR. (There is a Part 16 to provide a Divisional Perspective but only for those Student Services divisions that have multiple programs.) Parts 1 through 14 must include information that answers the applicable questions. Part 15 is a summary of the entire CPR. Input (copy/paste or type) the program response information into the Center Column 2. Be mindful that the members of the SSPBT will be reading every draft CPR so please be brief and to the point. **Save** this word doc with the following file name: sspbt2014CPR_*programname*. Once the draft CPR is completed, e-mail the file as an attachment to <haynesjim@fhda.edu>. Members of the SSPBT will review the draft CPR and feedback will be provided before the final CPR is submitted and posted to the SSPBT web site. **Maintain** a soft copy of the CPR for the program's files and to deposit the file into the program's TracDat repository of documents. Please contact: Jim Haynes <haynesjim@fhda.edu> if there are any questions.

Getting Started: First - read the instructions for **Part 15** that is intended to be a brief yet thorough overarching summary of Parts 1 through 14. Review the program's 2008-09 Comprehensive Program Review (CPR) and the 2009-10, 2010-11, 2011-12, and 2012-13 Annual Program Review Updates (APRU) posted on the SSPBT website: <http://deanza.edu/gov/SSPBT>. Review your TracDat account including the documents repository. Both the APRU and TracDat information can be used to cite documents or cut/paste information into the CPR. For those programs with curriculum, the 2012-13 course productivity, student success, and equity data is available at: <http://deanza.edu/ir/program-review.12-13.html> .

Timelines: All draft CPR documents are to be submitted to the SSPBT no later than **Thursday, May 1, 2014**. The members of the Student Services Planning & Budgeting Team will read every CPR. The SSPBT will provide feedback on the draft CPR and return it for any editing needs or suggestions. The finalized CPR must be submitted to the SSPBT no later than **Friday May 30, 2014**. The final CPR will then be publically posted to the SSPBT web site.

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Trainings: The SSPBT will set up trainings and workshops to help CPR writers through the process. Look for times and locations.

Column 1 Information Requested for the 2013-14 SSPBT - CPR	Column 2 Input the program responses	Column 3 Instructions: Word wrap is turned on so the text box will expand with the input entered into Column 2. Please provide brief, to-the-point responses. Note: Reference documents may also be attached, i.e. TracDat reports, APRUs, Data Sheets, etc. Make sure to note the exact file name and location of any referenced digital documents or websites.
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 21, 2014, Outreach tested 743 students in 16 high schools, with 10 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?	First term students who are taking the placement tests as part of the matriculation (now SSSP) process. Continuing students who want to retake a placement test.	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

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	Transfer students who want to use prior coursework for placement.	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.
2b) In what ways and to what extent does the program assure the quality of its services to students?	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.	Please address part 1 of Accreditation Standard II.B.1 -The institution assures the quality of student support services
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?	As indicated in 2b, the validation process provides evidence that students and their instructors believe the placement recommendation is appropriate.	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: http://deanza.edu/about/mission.html

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<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 by appointment or standby, so that students are aware of the importance of preparation prior to taking a placement test.</p>	<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>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.</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 do 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.</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>3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student</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>

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understanding and appreciation of diversity?		
<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.</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>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.</p> <p>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>
PART 4 -	Staffing	
<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</p>	<p>With three office staff in their mid to late 50s, it is possible that one or more may retire.</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.)</p>

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years?		(Specifically identify any anticipated Student Success Support and Program (3SP) connections)
PART 5 -	Facilities	
5a) Have there been any significant facility changes since the last CPR in 2008-09?	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.	Please explain any significant changes in program facilities that have occurred over the past five years. (Specifically identify any anticipated 3SP connections)
5b) Are there any significant facility changes that will be needed over the next five years?	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.	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)
PART 6 -	Equipment	
6a) Have there been any significant equipment changes since the last CPR in 2008-09?	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.	Please explain any significant changes in program equipment that have occurred over the past five years. (Instructional and non-instructional)
6b) Are there any significant equipment changes that will be needed over the next five years?	As computers are on a cycle of five years, the lab and staff computers will need to be replaced in 2018.	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)
PART 7 -	Operational Costs	

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<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. While 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.</p>	<p>Please explain any significant organizational alignment changes that have occurred over the past five years.</p>
<p>8b) Are there any significant organizational alignment changes that will be needed over the next five years?</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>	

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<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 has limited the number of times students can enroll in a course, which has had implications for the prerequisite clearance process. Enrollment is now limited to students who have not successfully completed a course. While not effecting traditional students, the policy has effected 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.</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>
<p>PART 10 -</p>	<p>Professional Development</p>	
<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.</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>
<p>PART 11 -</p>	<p>Curriculum, Student Success, and Equity</p>	<p>The 2012-13 course data is located at: http://deanza.edu/ir/program-review.12-13.html .</p>

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<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>Has the 60% requirement been met or exceeded?</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> <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?</p> <p>Is there a success rate gap that exceeds 5% between any of these groupings?</p>	<p>N/A</p>	<p>The college equity goal is to have no more that a 5% student success gap between any groupings of students.</p> <p>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>

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<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.</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. The supervisor will also 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.</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>
<p>13c) How will the new 3SP student education planning requirements affect the program over the next five years?</p>	<p>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.</p>	<p>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.</p>
<p>PART 14 - Student Services Learning Outcomes and Accreditation Standard II.B.4</p>		
<p>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</p>		

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		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 of lack of variation: There will be an increase in the percentage of students who plan to enroll in a recommended class within two quarters.	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.	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%.	Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)
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 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	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).

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	safety and the environment of work area in SCS 143.	
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.		Write the name of the division and the names of the programs that are submitting CPRs
16b) Who wrote the Divisional Perspective?		Enter the name or names of those who authored this Divisional Perspective.
16c) Summarize the CPRs written by the programs of the Division.		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.