

The Basics:

Column 1 indicates the information being requested for the **2012-13 APRU**.

Column 2 is where your program information should be recorded. The APRU is a Word document, so you will be able to copy and paste or type in your information into the center column. Word wrap is turned on so the box will expand with your typing.

Column 3 contains the instructions for responding to the requested information.

When completed, save this Word doc and name it: sspbt13apru_ *insert your program name here*. E-mail the completed APRU and any supporting documents as attachments to < haynesjim@fhda.edu >. It is a good practice to upload a copy to the program's TracDat Documents Repository and keep a soft copy for your files to ensure that your work is not lost. Please contact: Jim Haynes < haynesjim@fhda.edu > or ext. 8954 if you have questions.

Getting Started: Review your 2011-12 Annual Program Review Update posted on the SSPBT website: <http://deanza.edu/gov/SSPBT>

Column 1	Column 2	Column 3
Information Requested for the 2012-13 SSPBT - APRU	Input your answers in this column. Word wrap is turned on so the box will expand with your typing. Please provide brief responses. Note: Reference documents can also be attached, i.e. TracDat reports. Make sure to note the name of any reference documents in your explanations.	Instructions:
Program Name:	Assessment Center	Enter the name of the program being reviewed.
Name(s) of the author(s) of this report:	Stephen Fletcher	Enter the name or names of those who wrote this APRU.

What is the program's 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.	Enter (or cut and paste) your most current Mission Statement. Please highlight changes, if any, to the Mission Statement that was posted in your 2011-12 APRU
Have you made any significant changes in your program based on the feedback you received from the SSPBT's review of your 2011-12 APRU?	<p>Worked with the Language Arts and PSME Deans about selecting items which can be used for multiple measures. The process is being piloted for spring quarter.</p> <p>Feedback also suggested developing a plan to accept other colleges' placement results. Discussions with Language Arts and PSME indicate this is not viewed favorably. Psychometrically, the task is challenging at best.</p>	<p>Include anything done in direct response to the SSPBT feedback on the 2011-12 APRU.</p> <p>NOTE: If no feed back was received move to the next question.</p>
Have there been any other significant changes to your program since the 2011-12 APRU?	<p>We implemented an online appointment system for new students and students who have not taken a placement test.</p> <p>We noticed an increase of students taking placement tests over the preceding year. The increase was 1200 students. This increase was distributed over the twelve months, though not evenly. Consequently, we are testing more students in the slow months and more students in the busy months.</p> <p>Despite the increase in the number of students tested, the proctors have noticed that students are less argumentative in the lab. The proctors attribute the change in attitude to students not having to stand in line for 1-2 hours to get in to take a test.</p> <p>We also were accepted by College Board to pilot the MyFoundationsLab tutoring software. This software, when used with Accuplacer, provides remediation in reading, sentence skills, and mathematics. Part of the pilot is being done at De Anza and the other part, working with Outreach and CalSOAP (an outreach group</p>	Please explain any significant changes in: Staffing, equipment, facilities, operational costs, organizational alignment, State/Federal regulations or laws, other?

	<p>at UCSC), is being done in the high schools.</p> <p>We met with LA and they revised the retest policy. (SSLO_2)</p> <p>Working with Jim Clow in ETS, we now have a better estimate of the number of prerequisite clearances handled. Before it was estimated the office cleared 500-700 for winter and spring quarters. The revised numbers are 1200-1500 for winter and spring and double for fall quarter. These numbers do not include the number of clearances entered but reviewed by departments and divisions.</p>	
What Impact have these significant changes had on your program?	<p>Despite concerns that appointments would limit students' access, the number of tests administered increased by 1200.</p> <p>The effect of the LA retest policy is unclear as it has only been piloted one quarter.</p>	Please explain how these significant changes have impacted your program. What is now different?
What Impact have these significant changes had on your students?	<p>Increased the number of students testing. Reduced the stress of standing in line for 2-3 hours.</p>	Please explain how these significant changes have impacted your students, including any positive or negative consequences.
Have you initiated anything new to your program since the 2011-12 APRU?	<p>We created a new form for standbys and will be implementing the form for online appointments. The form emphasizes preparation. The change was made because we find that 70% of students, based on a post testing survey, still do not prepare for assessments.</p>	This is similar to the above question about significant changes but is meant to single out any new initiatives.
Is there anything else the SSPBT should know about what has happened in your program since the 2011-12 APRU?	<p>In preparation for changes associated with the Student Success Act, we met with the Deans of Language Arts and PSME to select some items which are now being piloted as multiple measures. The feedback from the Deans was invaluable to selecting items which had content validity. We are currently monitoring students' responses and how the responses influence placement.</p>	Briefly described anything else the SSPBT should know about your program including any trends, future concerns, things on the horizon, etc.

Common and Unique Services		
Are there any additions/deletions / edits to the list of common or unique services identified in your 2011-12 APRU?	No.	The 2011-12 APRU asked your program to, list any common or unique services provided to students. Please briefly explain any changes to that list?
Are there any changes to the common or unique service designations listed in your 2011-12 APRU?	No.	The 2011-12 APRU asked your program to designate the direction you believe each of your common or unique services need to move towards. As you recall the choices were to: Grow, Maintain, Enhance, Change Direction, Reduce, or Discontinue . Are there any changes to these designations for a specific service?
SERVICES:	Student Services Learning Outcomes Assessment Cycle	
List all of your current and active Student Services Learning Outcome Statements as they are numbered and recorded in your TracDat account.	SSLO_2 Reduce retesting SSLO_3 Increase preparation	You may cut and paste your SLO statements here or attach a document to this APRU and be sure to indicate the name of the document.
What is or has been your SSLOAC activity for 2012 -13?	Continuing to survey students on preparation and modifying processes based on the information received. (SSLO_3)	Please summarize all Student Services Learning Outcomes Assessment Cycle activities since the 2011-12 APRU, including any work in progress.

	Working with LA on the retest policy to reduce the number of students needing to take placement tests again. (SSLO_2)	
Have you completed a SSLOAC in 2012 – 13?	Yes for SSLO-3. The assessment indicated the percentage of students not preparing has increased. We implemented new check-in forms to encourage preparation. We will be modifying if the changes have any effect. SSLO_2 changes were not implemented until the beginning of winter quarter so we are still collecting data.	If yes, please summarize the results, discussions, analyses, and any improvement plans that do not involve any new resources to implement. If no, please give an update of your progress or future assessment plans.
Have you identified any enhancement plans for which additional resources will be needed in order to achieve a desired or improved outcome?		If yes, please summarize the results, discussions, analyses, and any improvement plans that will require new resources to implement.
RESOURCE REQUESTS		
Are there any deletions/edits to the resource requests listed in your 2011-12 APRU?	We requested a proctoring chair for the lab and a fax machine. The requisition for the fax machine has been completed. Janet is having difficulty getting an estimate on the chair. Consequently, the current chair continues to be a safety hazard and we still jury rig short faxes. Admissions and Records allows us use their fax machine for longer documents.	Review your resource requests form your last APRU in 2011-12. NOTE: Resources include: Staffing, equipment, facilities, staff development, operational costs, other.
Are there any additions to the resource requests listed in your 2011-12 APRU?	Assessment has been working with Admissions and Records to process students' requests for prerequisite clearances. These students only plan to be at De Anza one or two quarters. With the elimination of the position in Admissions and Records which was doing the processing of short term students, there will be an increase in workload and a delay in processing. It is possible this delay may affect enrollment numbers. As there are 1200-2400 clearances done each quarter, assistance would be beneficial to students and	If adding new resource requests, please provide a brief explanations to the following criteria for each new request (see attached "ICC_SI_SSPBT_Values information sheet"): 1. Is the request linked to any of the Institutional Core Competencies? 2. Is the request linked to any of the Strategic Initiatives? 3. Is the request linked to any of the Core Values? 4. Is the request linked to any SSLO Assessment

	<p>enrollment. This assistance would only be necessary during registration periods, so the person or persons could have duties during non-registration periods.</p> <p>1-3. This request is not tied directly to any of the ICCs or SIs. Based on the President’s emails sent out at the beginning of each quarter, the request is tied to the core value of minimizing the decline in enrollment. As indicated, 1200-2400 clearances are processed by Assessment alone each quarter.</p> <p>4. No.</p> <p>5. No.</p> <p>6. This request has not been made previously as Assessment and Admissions and Records have worked together to address the workload. Now, however, with the latest reductions in staffing for Admissions and Records, we can no longer solve the problem within the division.</p> <p>7. SSPBT would like programs to be viable. If the clearances are not processed, enrollment may decline and programs will be less viable.</p> <p>8. Continue to monitor enrollment of students who receive clearances.</p> <p>9. No</p>	<p>Cycle findings?</p> <ol style="list-style-type: none"> 5. Is the request linked to your CPR 5-year plan? 6. How many times has this request appeared on an APRU? 7. Is the request linked to any of the SSPBT priorities? 8. What are the plans to assessment the effectiveness of this request if granted? 9. Is there anything innovative, unique, or cutting edge about this request? 10. Other information in support the resource request. <p>OR</p> <p>For each new request, attach a detailed document that addresses the 10 criteria listed above – be sure to indicate the name of the document.</p>
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