

2011-12
SSPBT Annual Program Review Update

GENERAL INFORMATION

PROGRAM NAME: (Double-click in the green box to enter information)

Assessment Center

NAME: Name of person or persons that completed this APRU form.

Stephen Fletcher

I. PROGRAM DESCRIPTION

A. What are the primary support purposes of this program? (Choose (x) all that apply)

<input checked="" type="checkbox"/> Basic Skills	<input checked="" type="checkbox"/> Access	<input type="checkbox"/> Learning Resources
<input type="checkbox"/> Degree	<input type="checkbox"/> Success	<input type="checkbox"/> Academic Services
<input type="checkbox"/> Transfer	<input type="checkbox"/> Retention	<input type="checkbox"/> Personal Enrichment
<input type="checkbox"/> Career/Technical	<input checked="" type="checkbox"/> Persistence	<input type="checkbox"/> Student Cohort
<input type="checkbox"/> Other	(Explain)	

B. What is the **Mission Statement** for this program?

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.

C. How many students does this program serve? (Approx. annually unduplicated)

7268 for testing, 1855 for clearances

D. Identify and describe (briefly) this program's relationships and collaborations with other college programs:

The Assessment Center provides two services, transcript review for prerequisite clearance and placement testing. Consequently, we provide a service to all academic departments offering courses which have prerequisites. We also work with ISP and Outreach, supporting the matriculation steps of which Assessment is one.

IIA. PROGRAM SERVICES

Click on the "List of Services" tab at the bottom of this sheet.

IIB. SERVICE DESIGNATIONS

Click on the "Service Designations" tab at the bottom of this sheet.

III. OUTCOMES ASSESSMENT - INSTRUCTION

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(Skip Section III and go to **Section IV** if there is no curriculum offered in this program)

A. Which SLO statements did you assess in 2011-12?

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

C. What additional resources are needed to implement the enhancement/improvements plans?
(Please give a very brief overview - details will be asked for in Section VI)

D. What are your **SLOAC** plans for 2012-13?

IV. OUTCOMES ASSESSMENT - SERVICES

A. Which SSLO statements did you assess in 2011-12?

We looked at the percentage of students who indicated they prepared to take the placement test (SSLO 3). We also looked at the effectiveness of a paper-based appointment system, and at whether the new retest policy had an effect on the number of students retaking placement tests (SSLO 2).

B. What did you learn? Briefly summarize the results of the reflection and enhancement discussions.

We implemented several changes to Assessment Center procedures to try to increase the number of students who prepared to take a placement test (SSLO 3). We implemented an appointment system so students would know when they were going to test. We developed a sheet that students had to sign when they came to test on a standby basis. The sheet described why the placement test is important and the importance of preparation. Before the changes, 70-75% of students indicated they did not prepare. After the changes, 52% of students indicated they prepared. With respect to the paper-based appointment system, it worked well except during high volume times, like summer, when the appointment confirmation email took 5-7 business days. Consequently, we worked with ETS to automate the system using SARS. For SSLO 2, we found out that 817 people retested in English in fall 2009 and 80 people retested in fall 2010. In addition, the percentage of people retesting who improved their placement increased (18% vs. 35%).

C. What additional resources are needed to implement the enhancement/improvements plans?
(Please give a very brief overview - details will be asked for in Section VI)

Staffing in ETS and Assessment to update the Accuplacer site and work with Instruction on multiple measures, etc.

D. What are your **SSLOAC** plans for 2012-13?

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We will continue to monitor the percentage of students who prepare to take a placement test. We will also be implementing an improved appointment system to minimize the delay between requesting an appointment and getting an appointment confirmation. For SSLO 2, we are meeting with divisions about whether the retest policy should be revised and if so, how.

V. CURRENT TRENDS/CHALLENGES

A. What does the near future portend for this program?

The CA Chancellor's Office plans to implement a statewide assessment program. Initially, the program will be voluntary but then will become mandatory. Depending on the assessments chosen, the changes for the Assessment Center will be minimal or major. Implementation of the statewide assessment will also have implications for the number of students we test because students can test elsewhere and have their scores accepted at De Anza.

B. What are the challenges for this program?

With the implementation of a new appointment system and the full enforcement of prerequisites, the nature of the work the Center will likely change. Specifically, there will be less time and personnel devoted to scheduling appointments and more time and personnel devoted to clearing prerequisites. With projected budget cuts in 12-13 the entire department may be eliminated.

C. What are the opportunities for this program?

If staffing is retained, then potential to work with Instruction to adopt additional placement criteria using basic skills transfer as prereq clearance, as well as other colleges' test scores in lieu of our own placement. This could have a positive enrollment impact.

D. Does this program anticipate rapid change, slow change, no change, or other?

The Assessment Center oscillates between rapid change and slow change. With the implementation of the statewide assessments and shifting of resources to cover the increasing demand for prerequisite clearances, the pattern of oscillation is likely to continue.

E. Are there any amendments to this program's 2008-09 Comprehensive Program Review? (CPR)

F. Explain what changes or revisions you have made, if any, to your services based on results of last year's program review update (2010-11).

We developed a handout for students who walk in to test. The students must sign the form after they have read it. The form stresses the importance of preparation. We have also implemented new "interview" questions to help students better select the mathematics test most associated with their skill level and goals. We also implemented an appointment system, paper based, to reduce students' wait time for testing.

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G. Explain anything that should be known about this program that hasn't been asked.

With respect to requests for resources for operating expenses and professional development, we proctor tests for students taking distance learning courses through other colleges. We cannot pay for test units but we can pay for paper and office supplies as well as registration costs for state level assessment meetings.

VI. RESOURCE REQUESTS

A. Personnel Requests: Please submit the **top three** personnel requests in ranked order: (If there are more than three personnel requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Position Priority #1: (Check (x) appropriate boxes)

Faculty Staff Administration
Full-Time Part-Time Est. Cost:

Priority #1 position name:

Brief description: (new or replacement from retirement or resignation)

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical **Important** **Nice to have**

Program Position Priority #2: (Check (x) appropriate boxes)

Faculty Staff Administration
Full-Time Part-Time Est. Cost:

Priority #2 position name:

Brief description: (new or replacement from retirement or resignation)

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Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical **Important** **Nice to have**

Program Position Priority #3:(Check (x) appropriate boxes)

Faculty

Staff

Administration

Full-Time

Part-Time

Est. Cost:

Priority #3 position name:

Brief description:(new or replacement from retirement or resignation)

Rationale: How will this person enhance or maintain your program's plans to improve outcomes? What specific SLOAC/SSLOAC results support this program's need for this position?)

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical **Important** **Nice to have**

B. Equipment Requests: Please submit the top three program equipment requests in ranked order: (If there are more than three equipment requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

Program Equipment Priority #1:

Est. Cost:

Priority #1 item name: This was included in Measure C request.

Brief description:(new, upgrade, or replacement)

The current chair has no arms and so can be hazardous to people sitting in the chair. In addition, the raising and lowering system is starting to fail so the chair raises automatically when no one is sitting there. Consequently, the staff, which are generally 5'6" or shorter have difficulty sitting down after helping students.

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

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Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical Important Nice to have

Program Equipment Priority #2:

Est. Cost:

Priority #2 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical Important Nice to have

Program Equipment Priority #3:

Est. Cost:

Priority #3 item name:

Brief description:(new, upgrade, or replacement)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical Important Nice to have

C. Facility Requests: Please submit the top three facilities resource requests in ranked order:(If there are more than three facilities requests, maintain a separate prioritized list using the same justification categories as in the APRU. If resources are available the SSPBT may ask for more items to be submitted.)

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Program Facilities Priority #1:

Est. Cost:

Priority #1 project name:

Brief description:(new, remodel, relocation)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical

Important

Nice to have

Program Facilities Priority #2:

Est. Cost:

Priority #2 project name:

Brief description:(new, remodel, relocation)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important" , or "Nice to have". (Check only one)

Critical

Important

Nice to have

Program Facilities Priority #3:

Est. Cost:

Priority #3 project name:

Brief description:(new, remodel, relocation)

Rationale: How will this resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for this item?

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Based on the needs of this program, check (x) whether this request is considered to be "Critical", "Important", or "Nice to have". (Check only one)

Critical Important Nice to have

D. Professional Growth Resource Requests: In the space below, identify any professional growth initiatives that need additional funding. Include whether the needs are related to technology (hardware/software), the discipline, legal matters, District/College operations, Research/Innovations in the classroom, office, operations, etc. (List in ranked order)

Est cost of #1 Est cost of #2 Est cost of #3

Rationale: How will each professional growth initiative resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for

Based on the needs of this program, check (x) whether each of the **top three** requests are considered to be "Critical", "Important", or "Nice to have". (Check only one per request)

Professional Growth Initiative request #1:

Critical Important Nice to have

Professional Growth Initiative request #2:

Critical Important Nice to have

Professional Growth Initiative request #3:

Critical Important Nice to have

E. Operating Resource Requests ('B' augmentations): In the space below identify any additional operational funding needs. (List in ranked order)

The cost of Language Arts readers is never properly funded. With reduced staffing, this may no longer be something the college can offer. However, if it is to be continued, sustainable sources of funding for both the test instruments (30K) and readers (30K) should be budgeted. If matriculation funding is reduced, the testing costs will no be covered and new revenue sources will be necessary.

Est cost of #1 Est cost of #2 Est cost of #3

Rationale: How will each additional operational resource enhance this program's plans to improve outcomes? What specific SLOAC/SSLOAC results support the program's need for each item?

Based on the needs of this program, check (x) whether each of the **top three** requests are considered to be "Critical", "Important", or "Nice to have". (Check only one per request)

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Operational budget request #1:

Critical Important Nice to have

Operational budget request #2:

Critical Important Nice to have

Operational Budget request #3:

Critical Important Nice to have