

Assessment Center

Reflection Questions

- 1. Overview: Assess program, services, division during the 2019-20 year. Describe accomplishments, challenges and how challenges were addressed. Include evidence that illustrates accomplishments and challenges.**

It is the mission of the Assessment Center to provide English, English as a Second Language (ESL), mathematics, chemistry and biology assessment services to students so they can make informed decisions about registering for courses in which they are likely to succeed. In anticipation of Assembly Bill (AB) 705 changes, the Assessment Center in collaboration with Institutional Research and ETS, opted to participate in the California Community College Chancellor's Office (CCCCO) Multiple Measure Placement Services (MMPS) pilot in winter 2018. MMPS went live in winter 2020 allowing for the automated assignment of English and math course placement using a student's U.S. high school transcript data on file with the CCCCCO Tech Center (including CCCApply application and CalPass Plus). With the automation of English and Math course placements by MMPS, the remaining Assessment Center services now include:

1. Proctoring English and math guided self-placement (GSP) assessments to the estimated one-third of the new student population who may not have U.S. high school transcript data
2. Proctoring the math GSP assessment to those students who wish to earn a higher math placement (following the Math Department's [repeatability rules](#))
3. Proctoring ESL assessments to English Learners
4. Proctoring Science Exams
5. Proctoring Ability to Benefit (ATB) Tests
6. Explaining assessment and exam results to students
7. Manually entering assessment and exam results data in Banner
8. Assessment and exam appointment scheduling support
9. Canvas assessment and exam access and troubleshooting support
10. Student placement data management
11. Maintenance of student placement messaging
12. Maintenance of placement coding for course prerequisite and registration
13. Planning for and implementing AB705, AB1805, Guided Pathways and title v mandates
14. Assessment tool approval submission reports to the state
15. Assessment tool validation studies to review any disproportionate impact
16. Assessment data validation for MIS Reporting
17. Collaborating with the International Student Program (ISP), Outreach and other departments to staff, schedule and coordinate student matriculation events (Welcome Day, Open House, Matriculation Days, New Student Orientations)

18. Providing assessment overview presentations and trainings for counselors, advisors, and other support staff

Course placement counts by assessment tool can be found in the tables below. It is important to note that placement data is **manually entered** by staff.

Assessment Tool	Assessment/Exams Count (July 1, 2019 – June 30, 2020)
English GSP Assessment	878
Math GSP Assessment	1,681*
ESL Assessment	1,239
Science Exam	522
ATB Exams	0

*Based on Math10 counts as all student receive a 2AGM 31 or 2AGM 34 course placement upon Math GSP completion. Staff manually enter three data points for each Math GSP assessment result; for a total of over 5,000 data points.

2. Describe how program plans were met, including evidence that illustrate how these program plans were met.

2019-20 Assessment Center plans were met with the adoption of AB 705 mandates to include:

- The successful transition away from the English and math placement tests and the adoption of U.S. high school transcript data for English and math course placement.
- Development of the English and math Guided Self-Placement (GSP) assessments in Canvas for those students that no longer have access to their U.S. high school transcript data or did not attend high school in the U.S.
- Exploration of assessment methods for ESL course placement.
- Standing Monday staff trainings and creation of resources in Office 365 to support student and college conversations regarding assessment process changes; staff training on Canvas; and data entry training for new placement coding.
- [A marketing campaign](#) to announce the change in assessment model with video and webpage updates with guidance from the Office of Communications.

3. Describe your experience related to transition of remote work, including online services, instruction, and supporting students offsite during the pandemic.

Assessment Center services prior to the March 2020 pandemic closure were 100% in-person. Students were required to complete assessments and exams on the De Anza campus. Because the pandemic disallowed services to be offered in-person, the Assessment Center supervisor worked with the discipline departments to convert all

subject assessments into an online format that could be access remotely. By March 2020 the English and Math [GSP assessments](#) were available to students online because the local assessments were already built in Canvas. The Assessment Center supervisor and ESL Department collaborated to create a locally developed ESL online assessment which replaced the in-person writing sample activity and CELSA test. The online ESL assessment was available by early April. Lastly, the [science exam](#) was built in Canvas using department approved content by June 2020.

The federally approved English and Math ATB exam can now be offered through the Accuplacer platform and monitored via zoom. But, it is important to note that the CELSA ESL ATB exam is still not available in an online format. Currently there are no plans for the CELSA to be offered online as the exam is purchase by a third party vendor, CAPP, Inc.

4. Describe how Student Equity goals were met and any improvements that were made. Include evidence that illustrate how goals were met using institutional data.

In 2019-20, the Assessment Center continued implementing AB 705 mandated changes for English and Math; and planned for ESL changes.

- Fall 2019 AB 705 English changes relating to Assessment Center and student equity outcomes can be found [here](#).
- Fall 2019 AB 705 Math changes relating to Assessment Center and student equity outcomes can be found [here](#).
- Due to COVID-19 pandemic impacts, the state changed the ESL AB705 compliance deadline from July 1, 2020 to July 1, 2021. During 2019-20, the Assessment Center continued to plan for AB 705 ESL changes. Planned changes included a U.S. high school transcript assessment for ESL placement pilot; increased student messaging regarding the differences between ESL and English; participating in assessment conversations with Adult Education community partners; and laying the foundations for ESL noncredit offerings. Current ESL throughput rates and the disproportionate impact of assessment for ESL placement on student communities can be found [here](#).

Overall, the initial analysis of AB 705 changes in 2019-20 relating to assessment show **positive outcomes** as disproportionate impacted communities now have **access** to transfer-level English and math courses.

5. Describe the impact of the 2020 pandemic and all of the associated events have had on the students served by the program. Share what the program review data reveals about the corresponding impacts of the current circumstances.

While AB 705 changes resulted in the dramatic decrease in placement test services, the Assessment Center team continue to play a major role in student matriculation and onboarding while continuing to offer assessment and exam services. Previously students were required to come to campus in person to take placement tests in the Assessment

lab. The lab could serve up to 40 students at a time and required two to three staff be present. As students completed their test, they then met with a staff member who review the test results and explained next steps. In addition, the Assessment Center front desk was open to assist students with scheduling, results explanation and referrals to other services.

With the automation of English and math placements using U.S. high school transcript data collected from the college application, the Assessment Center

- Has seen an increase in new student onboarding needs by providing information on how to register for courses based on assessment result, how to connect with a counselor, how to complete orientation, etc.
- Continues to answer questions about the assessment process
- Continues to grant access to online assessments for English, ESL, Math and Science Exams
- Provides technical support for Canvas assessment
- Continues to manually enter placement results

As detailed in section 3 of this review, the Assessment Center successfully transitioned all of its services to online offerings. Special populations such as International Student Program (ISP) and new incoming high school students benefited from online assessment offerings as they could complete assessment without ever coming to campus. Previously, the Assessment Center collaborated with the ISP Office and the Office of Outreach to coordinate large scale testing events. These testing events were often stressful events for both staff and students as testing resources were often limited or scarce (testing labs, testing materials and proctors). Furthermore, ISP student registration in English, ESL and math courses was severely delayed because ISP assessment events were scheduled during the quarterly ISP orientation which could occur no earlier than 30 days before the term's start per federal guidelines.

6. Describe resource needs based on current programs and services to effectively and efficiently serve students.

The annual program costs are as follows:

- Student Assessment handouts--course sequences, results forms, etc. (\$5,000 annually)
- Scanner Rental, Software/Maintenance used for Chemistry 1A/Biology 6A exam and ESL placement test scanning (\$2,000 annually)
- ESL CELSA Placement Test License (\$12,500 annually)
- ESL essay printing costs (\$1,000 annually)
- Biology 40A Exam Accuplacer test units (\$500 annually)

The suspension of in-person services has limited printing costs. However, software, hardware and placement test license expenses will continue to be paid in anticipation of the return to campus.

The assessment team has requested the following equipment for staff to support daily work responsibilities:

- 4 ergonomic phone headsets for each staff work stations to answer phones while working on the computer

7. Other Relevant Information, including future anticipated goals.

Currently, the team is composed of two testing technicians, one assessment specialist and one supervisor. Prior to AB705 changes, the Assessment Center team was always in a constant state of being short staffed. The center was responsible for staffing both a lab as well as a front desk. In order to maintain basic coverage of all duties, four staff would need to be present in the center during operational hours. At any time, one or more staff would be out of the office or away from their desks (breaks/lunch, vacation, sick leave, shared governance duties, etc.) causing stress and anxiety on those staff that were present in the office. This stress was often transferred to our students who were already anxious from having to complete an assessment/exam. Moreover, the team saw a high rate of staff turnover and the center was a constant source of student complaints.

With AB 705 changes, the number of students present during assessment/exam sessions has decreased. These welcomed changes allow the team to staff just one position in the lab, one at the front desk, and one position to focus on data entry and assist at the lab or front desk when needed. The supervisor could then cover any position on an as needed basis. The team feels that we are finally staff appropriately to meet student needs and college demands.

Lastly, while the college plans for the future return to campus, the Assessment Center advocates for continued offering of all online assessments and exams alongside in-person services. The online format allows for student access to assessments and exams on their own time and location. In the past, assessment/exam accessibility was a challenge for our students who worked, had family and child care commitments and who did not have access to transportation to campus during the center's business hours. Assessment for placement is a required step for any student who needs to complete an English or ESL and math course. These subjects are the cornerstone of a student's education; therefore, the college has a responsibility to ensure equitable access to assessment services.