De Anza College
Program Review – Annual Update Form – Assessment Center
December 2025 | Reflections on AY 2024-25

1. Briefly describe how your area has used the feedback from the Comprehensive Program Review provided by RAPP members.

RAPP's feedback on the Assessment Center's Comprehensive Program Review included

- Impact of Resources – reflection identifies needs for TEAS, but are there other resources needed as well
- Learning Outcome Assessment – the learning outcome for professional training can be revised; it describes a method more than an outcome; explain how the staff technology proficiency was determined

As written in the 2022-23 Assessment Center's Comprehensive Program Review, the assessment team was impacted by three major changes

1. State legislation (Assembly Bill 705, 1705) that
    - expunged placement testing services which were previously used to determine English, ESL and math course eligibility and
    - disallowed the college from offering developmental English and math courses.
2. The forced change of service modality from 100% in-person services to fully online services due to pandemic closures.
3. The closure of the Assessment Center and Computer Lab, and the move of the three assessment team members into cubicles located inside the Admissions & Records (A&R) Department.

Given these sweeping changes—many of which were the result of unplanned, external forces—the team committed time this past year to assess our new function as a student services provider. We authored our three Objectives & Key Results (OKR) with very broad strokes. Admittedly our OKRs excluded specific data points and action plans, because we needed time to observe and reflect on our post-pandemic, post-AB 1705 service area, and get to know our new neighbors in the A&R Department. Since the submission of our comprehensive program review, we have better defined our OKR's action plans—to speak to RAPP's feedback—which are detailed throughout this annual program review document.

4. *Describe any changes or updates that have occurred since you last submitted program review.*

Since the submission of the 2022-23 Assessment Center's Comprehensive Program Review, the assessment team has been impacted by the following updates/changes and has incorporated these changes within our OKR's activities as summarized in the table below.

> Objective:
> *To Provide English, English as a Second Language ESL), mathematics, chemistry and biology assessment services to students so that they can make informed decisions about registering for courses in which they are likely to succeed.*

Key Results:
Meet matriculation state law mandates as outlined in Assembly Bill (AB) 705, 1705, 1805.
Ensure that the team has time and access to professional development training and in-services relating to technology and district software and applications (i.e. Canvas, Google docs, etc.) that are used to complete work tasks.

Assess service offerings and reflect on student needs in our post-pandemic environment.

Change/Update	Our Internal Needs Assessment	Activities
• Monitoring the locally developed* and maintained ESL guided self-placement (GSP) assessment • Review ESL pathway in response to increased student enrollment in ESL noncredit courses *In April 2023, using content created by the ESL faculty, the assessment center supervisor created the online ESL assessment built in Canvas.	• Assessment staff will need continued professional development in Banner, Canvas, Google docs and Excel to maintain the GSP canvas course, as well as ensure continued functionality of processes that depend on technology (Google docs, Excel, etc.) • Need for multilingual staff to support incoming new students with the application, assessment, orientation/onboarding, ed planning, and registration processes for both credit and noncredit pathways • Printed matriculation (application, registration, credit and noncredit pathways) materials offered in multiple languages	• Quarterly AB 1705 Workgroup Meetings • Participating in studies by Institutional Research & Planning (IRP) on ESL student success, throughput rates, and disproportionate impact • Weekly assessment team meeting to discuss and evaluate any professional development needs • As part of the strategic planning effort's action plan titled Improve Completion of ESL Pathway, the assessment team, ESL department and campus partners will evaluate the ESL assessment process, student registration, student success, and ESL pathway completion for the purposes of improving student messaging and offer professional development opportunities for employees/offices that support ESL students

• AB 1705 Math and English changes ○ Analysis of EWRT1A+LART250 course placements, success rates, disproportionate impact ○ Discontinuation of precalculus course placements and change of MATH1A eligibility rules; continued study of success rates and disproportionate impact	• Coordination of English and Math AB 1705 curriculum changes with campus partners, disciplinary departments, Office of Curriculum & Scheduling, Articulation, IRP, ETS, etc.) and offer professional development on English and Math course eligibility and registration • Research and understand the needs of students and college offices that serve our new and returning students who need to complete their English and math requirements to improve student messaging for English and math registration	• Quarterly AB 1705 Workgroup Meetings • Participating in studies by IRP on Math and English student success, throughput rates, and disproportionate impact • As part of the strategic planning effort's action plan titled Increase English and Math Enrollment in the First Year, the assessment team, Outreach Office and campus partners will research possible barriers that impede a student's English and math course completion and offer recommendations for change to the college
• Effective, July 1, 2025, all students are eligible for Math 1A	• Revise all the student messaging relating to math assessment and registration • Although all students are eligible for Math 1A, the Assessment Team continues to review student data and make recommendations for math placement based on each student's academic background. This ongoing evaluation is critical to ensure that students are informed of the courses that best support their success and align with their prior math experience	• An AB 705/1705 Work Group meeting was held on June 13, 2025, to review upcoming changes and collaborate across departments including counselors, the discipline departments, instructional faculty, and MPS program. The group discussed alignment, implementation needs, and strategies to support student success • Collaboration with the Office of Communications was essential in updating student pamphlets. Together, we revised course sequences and related materials to ensure students receive clear, accurate, and up-to-date information
• Common Course Numbering (CCN) initiative (AB 1111) and impact on student assessment messaging, advising/ed planning, and registration	• Revise all student messaging relating to English and math assessment and registration • Professional development on course build changes relating to placement coding and study impacts on student registration	• Assessment Center supervisor to participate in CCN workgroups and take action to update English and math messaging before fall 2025 registration begins in July 2025

5. ***Provide a summary of the progress you have made on the goals (OKR)s identified in your last program review.***

Summary of Goals & Progress Made

The team's goals include

1. Proactively partnering with matriculation services as well as the larger campus to better understand our post-AB 705/AB 1705 and post-pandemic purpose to meet the needs of our community
2. Evaluating the assessment team's professional development needs so that we can maintain our services and assessment tools
3. Reflecting on our students' assessment for English, ESL and math course placement needs and improve our service area to meet student needs

These goals are integrated into our standard service offerings (a summary of services and an annual productivity review is also included below). Progress on our OKR's made this past year include

- Collaboration with the Outreach Department to provide presentations on assessment and registration, as well as provide staffing and support for matriculation events such as ○ The Annual High School Partners Breakfast to better inform our community on dual enrollment programming, as well present on general assessment and registration processes
    - ○ Quarterly, weeklong Registration Workshops Events to support new and returning students with assessment and registration
    - ○ Other matriculation events and workshops (September's Welcome Day, April's Open House, etc.) that support De Anza's new and returning populations with assessment and registration
- Partnering with the Admissions & Records Department to participate in daily zoom help desk sessions and inperson help desk so to resolve issues relating to assessment and/or registration
- Partnering with the International Student Programs (ISP) Office to host pre-arrival workshops that teach students how to complete the assessment process before their registration date opens; and provide presentations on assessment and registration information and troubleshooting at quarterly orientations and mandatory check-in events
- Continuing to act as a liaison to the campus (counselors, discipline departments, Financial Aid, etc.) for assessment and registration

A significant trend observed this year included Assessment's alignment with our college's registration and retention efforts. Because of this, the assessment center supervisor has moved forwarded with leading two strategic planning action plans which focus on retention. These action plans are titled

- [Improve Completion of ESL Pathway](#)
- [Increase English and Math Enrollment in the First Year](#)

The action plan activities and timelines (through fall 2027) are displayed when clicking on the links above.

Summary of Services Offered & Productivity Trends

In addition to our exploration of campus registration and participation in retention related activities, the assessment team continues to serve about the same number of students as we did last academic year. We also continue to offer the same services—course placement into English, ESL and math courses, as well as science courses, and Ability to Benefit (ATB) testing—to our students as described below. By completing an English or ESL and math assessment process, a student can then register for English or ESL and math classes, as well as those classes that have an English or ESL and math prerequisite. Thus, assessment direction impacts student registration.

Online Guided-Self Placement (GSP) Assessment Tools: Background & Trends
Following AB 705 mandates, the English and Math Departments and Assessment Center stopped offering English and Math placement testing in 2018; and in 2023, the ESL Department followed. The departments adopted state compliant assessment processes for English and Math course placement. For those students who completed high school in the U.S., their ESL, English (EWRT1A+LART250 or EWRT1A) and Math (up to MATH1A) course eligibility is determined through the assessment of U.S. high school transcript data.

The CCCCO's Super Glue Project includes the Multiple Measures Placement Service (MMPS), which allows Educational Technology Services (ETS) to access multiple sources of high school data including California high school transcripts from CalPass Plus and CCCApply application self-reported data. Using MMPS derived data, ETS supports a locally designed program that automatically determines ESL, English and Math course placement for those students who recently completed high school in the U.S. Overall, U.S. high school transcript assessment is largely a locally created and maintained, automated process. All new and returning students should receive an English and Math course placement. Currently, students who self-identify as English learners, and have a qualifying U.S. high school cumulative grade point average (GPA), will have an optional ESL course placement alongside their English (EWRT) transfer-level course placement. Alternatively, as with all other ESL student populations, they can complete the online ESL guided self-placement (GSP) assessment.

A student can [self-report](#) their U.S. high school transcript information to the Assessment Center. When a student feels the placement earned is inaccurate for reasons such as
- the student's high school data on file is incomplete, or too old, or in a format other than a 4.0 scale
- the student's self-reported data on the CCCApply application was completed prior to their final grades being submitted
- there are technical issues that impede Banner's ability to automatically assign a student's English and math course placements
- the student's application wasn't processed, or there was a delay in processing the student's admission

The team will then manually assess the student's transcript data and manually update the records in Banner. Annually, the assessment team completes about 25,000 manual assessments of U.S. high school transcripts for ESL, English and math course placement.

Alternative assessment tools, called the online guided self-placement (GSP) surveys, were developed for those students
- Who have been out of high school for several years (10+ years)
- Who did not have U.S. high school data in MMPS (attending high school outside California, students who attended a high school abroad, etc.)
- Who did not yet complete high school in the U.S. (still in 9th grade, etc.)
- Who want to earn a higher ESL course placement than the placement earned from their U.S. high school transcript assessment
- Who want to earn a higher math course placement than the placement earned from their U.S. high school transcript assessment

The GSP surveys are not tests, but instead are survey-like questionnaires that help the student to self-assess their skills and abilities in an academic subject. The GSP survey content was developed by De Anza discipline faculty. The De Anza assessment center supervisor built, and maintains, the content in Canvas. Initially the ESL, English and Math surveys were piloted as in-person assessments, but with the pandemic closures, the assessments were offered as an online service. Post-pandemic, the ESL Department also piloted the ESL GSP in-person initially but determined that the online service offered was more accessible to their population.

The assessment team receives student requests for online GSP assessment access, manually checks the student's eligibility to complete the requested assessment(s), and then grants access to those eligible students or provides information about student next steps for those ineligible students. In addition, the team is responsible for advising students on the differences between the ESL and English assessment, monitoring GSP activity, offering technical assistance, manual entry of results and student access removal from the assessment, and explanation of results (credit vs. noncredit enrollment, required support options and how to register for support options, registration troubleshooting, etc.). The assessment center supervisor provides more than 20 presentations per year to new and prospective students and families, our employees and our community partners.

The assessment team offers in-person support for all assessments and exams on an appointment basis. An appointment is necessary because the team no longer has access to the Assessment Center Lab. On average, the team will provide in-person, one-on-one assessment support for up to 25 students a year. Most students will complete their assessments using our on-campus computer labs, the Student Success Center, or by using their own devices wherever they have internet access. Following AB 705 and AB 1705 compliance regulations, the CCCCO has not required colleges to submit validation studies for GSP assessments. But student success and disproportionate impact studies are part of the college's required reporting. Most recent studies can be found below

- [Chancellor's Office Transfer Level Completion Dashboard, Summer 2024 Release](#)
- [AB 1705 for STEM Calculus Pathway Placement and First Math Course Enrollment Analysis: De Anza College](#)
- [EWRT 1A Course Success, 2016-2023](#)

Overall, student English and math GSP assessment trends remain steady with new and returning students taking about the same amount of GSP assessments each year. Despite progress made on AB 705 and 1705 implementation, the studies mentioned above find that some of our most vulnerable student populations are still being left behind their counterparts and are disproportionately impacted by current English and Math course placement processes and our course sequences. As noted in Section 2, the college is mandated to study throughput rates and disproportionate impact under AB 1705, as well as make changes that meet both AB 1705 requirements and the college's student equity goals.

English as a Second Language (ESL) GSP: Online ESL Assessment Details & Assessment Team Productivity
Assessment Tool Purpose
- To determine ESL course eligibility for students that did not complete high school in the U.S. or want to earn a higher ESL course placement than earned by U.S. high school transcript assessment result.
  Student Eligibility Rules per ESL Department
- Students are eligible for this assessment if they have not earned a non-passing grade in an ESL course.

Re-Assessment Policy

- Students can take this assessment two times within 6 months; after one year, the student is entitled to two more attempts.

Student Success & Disproportionate Impacts

- [ESL Placement Results and Credit vs. Noncredit Course Success Trends, 2016-17 to 2023-24](#)

English GSP: Online English Assessment Details & Assessment Team Productivity Assessment Tool Purpose

- To determine EWRT 1A course eligibility for students that did not complete high school in the U.S. and for those that have been out of high school for several years.

Student Eligibility Rules per English Department

- Students are eligible for this assessment if they have not earned a non-passing grade in an EWRT 1A course and have not earned a course placement by U.S. high school transcript assessment.

Re-Assessment Policy

- Students can only take this assessment one time.

Student Success & Disproportionate Impacts

- [EWRT 1A Course Success, 2016-2023](#)

Math GSP: Online Math Assessment Details & Assessment Team Productivity Assessment Purpose

- To determine Math course eligibility for students that did not complete high school in the U.S. or want to earn a higher Math course placement than earned by U.S. high school transcript assessment result.

Student Eligibility Rules per Math Department

- Students are eligible for this assessment if they have not earned a non-passing grade in a Math course.

Re-Assessment Policy

- Students can take this assessment two times within 6 months; after two years, the student is entitled to two more attempts.

Student Success & Disproportionate Impacts

- [AB 1705 for STEM Calculus Pathway Placement and First Math Course Enrollment Analysis: De Anza College](#)

Ability to Benefit (ATB) Exam Proctoring

Our last service offered to De Anza students is Ability to Benefit (ATB) exam proctoring. The ATB exam is a federally approved exam. All assessment staff are certified proctors. The assessment supervisor purchases test units from Accuplacer, the third-party testing platform. ATB exam eligibility is determined by the Office of Financial Aid. The exam is typically offered as an option to students who are over 18 years old and have not completed high school (or equivalent) but would like to demonstrate that they could benefit from a college education via exam result and qualify for federal financial aid. Annually, the assessment team has up to 5 students who will make a three hour in-person appointment for an ATB exam, but it is rare for a student to fulfill their appointment.

4. If your goals are changing, use this space to provide rationale, or background information, for any new goals and resource requests that you'll be submitting that were not included in your last program review.

Our general goals are not changing. But as written in Section 2 of this program review, the team continues to create space for, and devote time, to better understanding our role as student services providers within the scope of new legislation and college changes. Our observations will help inform our current and future activities relating to student success and student equity.

The 2022-23 Assessment Center's Comprehensive Program Review made no resource requests. This annual program review requests funding for temporary employment assignments (TEA) to meet peak season demands (June through November). Justification for this request includes
- About half of all students served by Assessment will work directly with the team during the months of June through November (see productivity tables for each assessment tool)
- During our peak season, students may need to wait up to 7 business days (if not longer) to receive a response to their inquiry or get access to an assessment, which also directly impacts a student's ability to register for classes.
- The entire team will spend most of June thought November providing direct service to students (email, phone, inperson, workshops/presentations), while leaving no time for any other work.

TEA support during peak season will allow the team the necessary time and space to continue planning for, and making progress toward our OKRs.

Furthermore, if the team continues to be tasked with supporting the college's registration and retention efforts on a regular, ongoing basis alongside the offering of assessment services, the department requests

1) Discussions about the restructuring of staff positions so that the job duties and job descriptions align with the team's purpose and function
2) Reviewing the number of staff positions so that the team can successfully maintain all processes, complete work with integrity and accuracy, and respond to student inquiries in a timely manner
3) Participation in the planning of, and provide staffing for matriculation and retention events
4) Provide presentations at matriculation and retention events

5. Describe the impact to date of previously requested resources (personnel and instructional equipment) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

The 2022-23 Assessment Center's Comprehensive Program Review made no resource requests.

6. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

The 2022-23 Assessment Center's Comprehensive Program Review made no resource requests.

7. *Refer back to your Comprehensive Program Review under the section titled Assessment Cycle as well as the SLO website (https://www.deanza.edu/slo/). In the table below provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity.*

Table 1. Reflection on Learning Outcomes

Learning Outcome	To have assessment staff be proficient in technology and district software and applications (i.e. Canvas, Google docs, etc.) that are essential to deliver accurate placements and to complete work tasks.
Method of Assessment (please elaborate)	• Weekly assessment team meeting to discuss department business, productivity, legislative changes, and professional development/training needs. • Ensure that the team has time and access to professional development training and inservices relating to technology and district software and applications (i.e. Canvas, Google docs, etc.) that are used to complete work tasks.

Summary of Assessment Results	• The staff agreed that our technology skills are proficient at this time; and we can successfully use our current applications (Canvas, Excel, Office365, and Google docs). Staff proficiency was assessed through ongoing training, self-reporting during weekly check-ins, and evaluation of overall work performance. • The assessment center supervisor feels that ongoing training in online instruction/Canvas would be helpful to stay abreast of current technology trends for modifying or improving assessment tools. But currently there is not time for the supervisor to access training or participate in professional development opportunities. • During our peak seasons (June through November) participating in training is not possible; and any changes that require additional staff training/professional development must occur during winter quarter. • Aside from technology training, the team has observed an emerging student need – the need to offer services in multiple languages for our new community college students interested in starting the English, ESL, Math or Science Pathway.

Reflection on Results	The team has observed that there is a need for multilingual staff to help first-time community college students (new first-time college students, dual enrollment students/families, and international and community students) get started with the application (including residency for California tuition purposes), and then understanding additional student processes relating to assessment, registration (credit vs. noncredit), payment options, studenthood and campus resources. While many of our students do speak English, they could benefit from having materials in their preferred language in areas relating to application, tuition fee structure, registration deadlines, payment options, and where to go to get help. Additionally, it would be beneficial to have seasonal TEAS. These staff members could assist with both in-reach and outreach efforts in collaboration with the Outreach Department. Specifically, they could support engagement with adult education learners through the Career and Technical Education programs, ensuring learners receive timely information, guidance, and support.
Strategies (aka: Enhancements) Implemented or Plan to be Implemented	Working with the ESL Department and the Office of Communications, the Assessment Center now has 1) Google widget that translates assessment webpages into other languages. Assessment also made this request for Admissions pages as well. Example: https://deanza.edu/assessment/esl/index.html 2) Printed ESL pathway pamphlets printed in four languages (English, Mandarin, Vietnamese, Spanish) which guide students through the assessment process While the assessment team has two staff and a supervisor, there is a need to provide in-person, wraparound matriculation support (application, registration, payment, attending class pre- and post- expectations, on-campus student resources, etc.) for our English Learners. While the ESL program has enhanced their pathway with translated student messaging and materials, there is still a need to provide translated materials for the English, Math and Science pathways. The assessment team will continue to interview our campus and community for the purposes of better understanding any existing Math, English, ESL and science pathway roadblocks (application, assessment, registration, completion) by participating in action plans such as • Improve Completion of ESL Pathway • Increase English and Math Enrollment in the First Year In addition, the team plans to, on a regular basis, reflection on any professional development needs relating to our service offerings (ESL, or English, math or science exams) and make time to complete trainings.

8. Dean Manager Comments:

The Assessment Annual Update is a high-quality reflection that successfully addresses previous RAPP feedback regarding resource identification and Learning Outcome (SLO) refinement. The report illustrates the department's progress from a testing-centric model to a strategic partner in college-wide retention, as evidenced by the supervisor's leadership in Strategic Planning action plans for ESL, English, and Math pathways. The shift

toward multilingual support and the proactive integration with Outreach and Admissions & Records (A&R) demonstrates a complex understanding of student equity in a post-AB 1705 environment. Furthermore, the request for staff funding is well-justified, linking seasonal staffing directly to the reduction of 7-day inquiry backlogs that currently delay student registration during peak cycles.

I specifically wish to advocate for:

- **Peak-Season TEA Funding:** To eliminate the 7-day response delay during June–November, ensuring students can move from assessment to registration without losing momentum.
- **Position Restructuring:** I support the team's request to review job descriptions to better reflect their new roles as enrollment and retention specialists rather than test proctors.
- **Strategic Multilingual Outreach:** I fully endorse the shift toward providing bilingual matriculation support (application, residency, and registration) for our English Learner populations.
  This team is no longer just "assigning codes"—they are actively removing the roadblocks that prevent students from entering our core pathways. I stand firmly behind their request for the resources and structural recognition necessary to sustain this work.

9. Vice President/Associate Vice President Comments:

The Assessment team has provided a thorough summary of their efforts to contend with the regulatory changes, (AB1705 and AB 705) that have altered the role purpose of their department. With a focus on equity, they have found meaningful ways to support student success, particularly among the most disproportionally impacted students. Like so many areas in Student Services, Assessment lacks adequate staff and funding to meet its operational needs. Restructuring and budget augmentation will be needed to address these issues.
The current Student Learning Outcomes are focused on increasing staff proficiency with the district software applications. While this is an appropriate goal, I recommend that Assessment draft SLOs to asses students' learning and development that results from engaging with their department.

Email the form to RAPP tri-chairs.