



Council for the
Advancement of
Standards in Higher Education

Council for the Advancement of Standards in
Higher Education

**Testing Programs and
Services**

Final Report

Presented By:
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Assessment Center Supervisor
Fall 2022

**CAS Program Review and Self-Assessment
Final Report**

Executive Summary of Review Process

On November 5, 2020, the Self-Assessment process developed by the Council for the Advancement of Standards in Higher Education (CAS) organization was introduced to the Student Services Planning and Budget Team (SSPBT). Subsequent to the November 5th meeting, SSPBT approved the CAS standards for use as a replacement of the previous comprehensive program review. The CAS self-assessment guides (SAG) were chosen by each team leader as the appropriate tool to assess the programs/function within each department. The SAG consists of standards and guidelines used to evaluate the strengths and deficiencies of each Program and to plan for improvement opportunities within the De Anza College Student Services Division.

The CAS Standards and Guidelines consist of twelve Parts used for the review of each program/service area:

- Part 1: Mission
- Part 2: Program and Services
- Part 3: Student Learning, Development, and Success
- Part 4: Assessment
- Part 5: Access, Equity, Diversity, and Inclusion
- Part 6: Leadership, Management, and Supervision
- Part 7: Human Resources
- Part 8: Collaboration and Communication
- Part 9: Ethics, Law, and Policy
- Part 10: Financial Resources
- Part 11: Technology
- Part 12: Facilities and Infrastructure

The review team for (Department Name) consisted of (blank) members. Members were recommended by the Student Development office.

Team Member Name	Team Member Title
Amelia Sanchez	Testing Technician, Assessment Center
Andy Huynh	Coordinator, Assessment Center
Casie Wheat	Assessment Center Supervisor

All CAS review team members were given training for the CAS review and provided with an Office365 Folder consisting of the following:

- A list of recommended documents to be gathered as evidence as a part of the self-assessment process.
- An electronic folder containing subfolders for storing evidence for each of the twelve parts.
- A copy of the Self-Assessment Guides (SAG) for the program/service area being assessed.
- A copy of the functional area guide which clearly outlines the components for each part of the standards.

During the team meetings, the CAS Committee organized discussion around pre-identified rating discrepancies, open-

ended questions as evidenced at the end of each section, and any other issues the Committee felt needed further discussion. Strengths, opportunities for growth, and action steps were also identified at each meeting for each section.

The following rating scale was used during the assessment.

CAS Raters Definitions

- DNA - Does not apply
- IE – Insufficient Evidence/Unable to rate
- 0 – Does not meet
- 1 - Partially Met
- 2 - Meets
- 3 - Exceeds

Summary of Initial Findings

Conclusions:

The CAS process helped the Assessment team to assess current processes and helped us to plan for and reflect upon future changes. Since the CAS process began in 2020, the Assessment Center has seen several major changes to include

- Closure of the assessment center computer lab
- Assessment team move from the center to A&R
- Move from 100% in-person assessment services (English, ESL, math assessments and Science exam) to 100% online assessment services

In addition, the college continues to work toward fulfilling Assembly Bill (AB) 705 and AB 1805 mandates; and finally, the college will also be required to meet newly issued AB 1705 requirements. Because of these significant changes in the services that Assessment offers alongside the changing state laws for California Community College matriculation landscape, the Enrollment Services division dean and Assessment team will need time to review, assess and evaluate current services and department goals in the near future.

Meaningful limitations to completion of the program review:

Because of the changes seen in the last few years, coupled with the anticipated future changes to matriculation state laws and impacts on the community college, the Assessment team will need additional time to assess student needs, current processes and services offered.

Summaries

The following pages represent the Review Committee’s collective responses and serves as the initial report. Overall

Section Average Scores

Section 1: Mission (enter score here: 2)

Section 2: Program and Services (enter score here: 1.75)

Section 3: Student Learning, Development, and Success (enter score here: 1.33)

Section 4: Assessment (enter score here: 1.2)

Section 5: Access, Equity, Diversity, and Inclusion (enter score here: 1)

Section 6: Leadership, Management, and Supervision (enter score here: 1)

Section 7: Human Resources (enter score here: 1.5)

Section 8: Collaboration and Communication (enter score here: 2)

Section 9: Ethics, Law, and Policy (enter score here: 1.5)

Section 10: Financial Resources (enter score here:1)

Section 11: Technology (enter score here: 1.5)

Section 12: Facilities and Infrastructure (enter score here: 1)

Section 1: Mission

CAS Section 1 Purpose Summary

The mission of Testing Programs and Services (TPS) must be to promote and provide quality test administration services for enrolled students, potential students, and community members and to offer the best opportunity for test takers to demonstrate accurately their knowledge, skills, abilities, and behaviors.

Section 1 Committee Summary – Average rating (score: 2)

While CAS standards state that the purpose of the Testing Programs and Services is to provide testing services, the De Anza College Assessment Center is not a traditional testing facility nor do the primary services of the center include general test proctoring services. Our mission statement embraces student learning and development by ensuring that **students can make informed decisions about registering for courses in which they are likely to succeed**. Services offered include:

- the assessment of U.S. high school transcript data for placement into ESL, English and Math course placement
- the administration of the online English and Math guided self-placement (GSP) assessments and online ESL assessment to students
- the administration of the online science exam to students
- data entry/manually processing all assessment and exam student results into the Student Information System (SIS)
- explaining assessment/exam results to students; determining and enforcing assessment/exam eligibility rules
- answering student inquiries via email, phone, in-person and zoom
- assisting with student matriculation next steps by referring students to other services
- Ability to Benefit (ATB) testing for students to establish the ability to benefit from financial aid support

The center's mission statement complements the mission of Student Services by providing high-impact services that support student equity and success by empowering students to achieve their educational goals and realize their potential. Moreover, the Assessment Center's services ensure that students can successfully complete their matriculation steps thereby supporting the [mission](#) of De Anza College. Thus, the college mission directly guides the practices of the Assessment Center.

Achievements

To meet the needs of students during the pandemic closure in March 2020, all Assessment Center services transitioned to an online modality. Online services give all student populations (students with family commitments, working commitments, and travel/transportation restrictions, etc.) **equitable access** to assessment services.

Opportunities for Growth

Because the Assessment team no longer offers in-person assessment/exam proctoring services, except for the Ability to Benefit testing, the function of the Assessment Center has changed. Furthermore, in June 2022, the Assessment team was moved from the Assessment Center to the Admissions & Records Office. The Assessment team no longer operates a computer lab. As the college transitions back to an on-campus/hybrid work environment, the center will need to reassess service offerings, and reflect upon how any identified changes may impact on the department's mission.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Section 2: Program and Services

CAS Section 2 Purpose Summary

Testing Programs and Services (TPS) must be guided by a set of written goals and objectives that are directly related to the stated mission. The TPS goals must be aligned with institutional priorities and expectations of the functional area.

Section 2 Committee Summary – Average rating (score: 1.75)

Information, services, and resources consistent with the Assessment Center's mission and goals are accessible to students, staff, faculty, and the public on the center's [webpage](#). It is the goal of the Assessment Center to meet the department's documented student learning outcomes (SSLOs):

Students will make decisions about which assessment to take utilizing information from their educational history.

[Annual](#) program reviews and student services learning outcomes (SSLOs) document center goals and objectives following college process.

Achievements

To meet the needs of students during the pandemic closure in March 2020, all Assessment Center services transitioned to an online modality. Online services give all student populations (online only students, students with family commitments, working commitments, and travel/transportation restrictions, etc.) **equitable access** to assessment services.

Opportunities for Growth

Because the Assessment team no longer offers in-person assessment/exam proctoring services, except for the Ability to Benefit testing, the function of the Assessment Center has changed. Furthermore, in June 2022, the Assessment team

was moved from the Assessment Center to the Admissions & Records Office. The Assessment team no longer operates a computer lab. As the college transitions back to an on-campus/hybrid work environment, the center will need to reassess service offerings, and reflect upon how any identified changes may impact on the department's mission, goals, and objectives.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Section 3: Student Learning, Development, and Success

CAS Section 3 Purpose Summary

Testing Programs and Services (TPS) must contribute to students' formal education, which includes both curricular and co-curricular experiences. TPS must contribute to students' progression and timely completion of educational goals. TPS must help students and designated clients prepare for their careers and meaningful contributions to society. TPS must work with the institution to identify relevant and desirable student success outcomes.

Section 3 Committee Summary – Average rating (score: 1.33)

The Assessment Center is often the first point of contact for potential students, and incoming first-time college students. Assessment for placement is a required matriculation step for any student who needs to complete an English or ESL and math course, or a course with an English, ESL, or math prerequisite. English/ESL and math courses are the cornerstone of a student's education, and it is imperative that students complete the assessment process, and understand their results, so that they can register for courses that they will likely be successful in.

Achievements

Following AB 705 mandates, De Anza retired assessment tests for English and math, and adopted the following assessment tools to maximize a student's potential to complete English/ESL and math courses:

- U.S. high school transcript assessment for those students that completed high school in the U.S.
- An online English Guided Self-Placement (GSP) assessment for those students that did not complete high school in the U.S. or for those students who completed high school many years ago.
- An online math Guided Self-Placement (GSP) assessment for those students that did not complete high school in the U.S. or for those students who completed high school many years ago.

De Anza's [AB 1805 report](#) demonstrates the impact of Assessment Center services on student learning, development and success which mirror the college equity goals.

Additional reporting includes:

- AB 705 reports: https://deanza.edu/ir/deanza-research-projects/assessment/AssesmentPlacement_BasicSkills.html
- De Anza MIS reports: https://research.fhda.edu/mis_reports/mis_sl_student_placement/index.html

Opportunities for Growth

Following [title v](#), [AB 705](#) and [AB 1805](#) mandates, the English, ESL and Math assessment tools continue to be under review to track student course placement and student course success.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Section 4: Assessment

CAS Section 4 Purpose Summary

Testing Programs and Services (TPS) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives. TPS must design assessment plans that incorporate an ongoing cycle of assessment activities. TPS must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Section 4 Committee Summary – Average rating (score: 1.2)

English and math courses are considered the cornerstone of an academic career because all educational goals (transfer, degree, certificate) require students to demonstrate proficiency in English and math. In the recent past, the community college relied on English and math tests to assess a student's level of proficiency in a course subject. Test results, or placement results, determined which English and math courses a student was eligible to take. Research completed by the [RP Group](#) in association with the California Community College Chancellor's Office (CCCCO), as well as De Anza's [Institutional Research \(IR\)](#) found that placement tests were detrimental to our most vulnerable student communities. The placement tests disproportionately impacted our communities of color from completing college-level math and English courses.

Most recently, following the state mandates of AB 705, the Assessment Center retired math and English placement tests. The Assessment Center now uses required state reports ([title v](#), [AB 705](#), and [AB 1805](#)) to assess progress made toward equitable student placement strategies. The priorities of the Center are to meet both college and state equity goals for student placement practices and assessment services. The Center's outcomes are determined by data and analysis reports provided by IR.

Per [title v](#), the center oversees the offering of assessment and exam services; but it is the instructional discipline departments that choose assessment/exam tools, determine testing rules, eligibility rules, and the determination of results. In addition to working alongside IR to meet AB 705 requirements, the assessment team also collaborates with the discipline faculty in Math, English and ESL to develop and pilot new assessment tools with hopes to place students more accurately into courses that they were likely to succeed in. These new assessment tools are under review for improvement by IR and the discipline departments.

Achievements

The Assessment Center works with IR to provide the college and public with [assessment for placement student success](#).

[results](#) as well as analysis of progress made toward equitable placement practices. Data and analysis for [assessment for placement student success results](#) are reviewed with the Assessment Center when discussing goals, outcomes, and planning for programmatic changes.

Opportunities for Growth

The Assessment Center will continue to work with IR and instructional departments following AB 705 and AB 1805 college outcomes.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Section 5: Access, Equity, Diversity, and Inclusion

CAS Section 5 Purpose Summary

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Testing Programs and Services (TPS) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

Section 5 Committee Summary – Average rating (score: 1)

The Assessment Center attempts to meet access, equity, diversity, and inclusion policies in the following ways:

- To maintain access, equity, diversity, and inclusion in the workplace for staff, faculty, and administrators, we follow district and college policies for equitable [employment practices](#).
- To maintain student services, we follow state equity initiatives for diversity, inclusion and access as mandated in [title v](#), [AB 705](#), and [AB 1805](#). Disproportion impact [evaluation](#) of assessment for placement practices and processes guides the center's goals and planning.

Achievements

The center is guided by state equity initiatives for diversity, inclusion and access as mandated in [title v](#), [AB 705](#), and [AB 1805](#). Disproportion impact [evaluation](#) of assessment for placement practices and processes guides the center's goals and planning.

Opportunities for Growth

The Assessment Center relies on district and college [professional development](#) training and in-services relating to cultural competence and workplace inclusion. There is a need for ongoing training.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 6: Leadership, Management, and Supervision

CAS Section 6 Purpose Summary

Testing Programs and Services (TPS) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices. Leaders with organizational authority for TPS must provide management and supervision as well as lead strategic planning and program advancement.

Section 6 Committee Summary – Average rating (score: 1)

During the 2020 pandemic closure, the team worked remotely for two years. During this time, the team connected using Zoom, the Teams application, email and phone. It was determined that the pandemic closure made it difficult to assess this area. Challenges to assess this area included: new modalities of services offered; staff working remotely for several years and transition to a hybrid work environment; the need to capture student and campus voices.

Achievements

To meet the needs of students during the pandemic closure in March 2020, all Assessment Center services transitioned to an online modality. Online services ensure that all student populations (students with family commitments, working commitments, and travel/transportation restrictions, etc.) can now **equitably access** assessment services.

Opportunities for Growth

As the college transitions back to an on-campus/hybrid work environment, the center will need to reassess service offerings, and reflect upon how any identified changes may impact on the department's mission.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

Section 7: Human Resources

CAS Section 7 Purpose Summary

Testing Programs and Services (TPS) must identify the level of staffing necessary to achieve its mission and goals. TPS must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers). TPS must have access to technical and support personnel to accomplish its mission.

Section 7 Committee Summary – Average rating (score: 1.5)

Since AB 705 mandates began in 2018, three testing technician positions have been eliminated. The current assessment

team is composed of a testing technician, an assessment coordinator, and an assessment center supervisor. Because the Assessment team no longer offers in-person assessment/exam proctoring services, except for the Ability to Benefit testing, the function of the Assessment Center has changed. Furthermore, in June 2022, the Assessment team was moved from the Assessment Center to the Admissions & Records Office. The Assessment team no longer operates a computer lab. As the college transitions back to an on-campus/hybrid work environment, the center will need to reassess service offerings, and reflect upon how any identified changes may impact on the department's mission.

Achievements

To meet the needs of students during the pandemic closure in March 2020, all Assessment Center services transitioned to an online modality. Online services ensure that all student populations (students with family commitments, working commitments, and travel/transportation restrictions, etc.) can now **equitably access** assessment services.

Opportunities for Growth

As the college transitions back to an on-campus/hybrid work environment, the center will need to reassess service offerings, and reflect upon how any identified changes may impact on the department's mission.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Section 8: Collaboration and Communication

CAS Section 8 Purpose Summary

Testing Programs and Services (TPS) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

Section 8 Committee Summary – Average rating (score: 2)

The Assessment Center maintains effective relationships with the campus community. These relationships are important and mutually beneficial because any department may be called upon to assist a student during the matriculation process. The completion of the assessment process is a required matriculation step for any new student (with no transfer-level English or Math course credit) who wants to start their educational pathway at De Anza.

The Center works with the Office of Communications, Student Services ([International Student Programs](#), [EOPS](#), [Outreach](#), etc.), instructional divisions, and community partners (adult education programs, local high schools and more) to implement strategies for outreach and matriculation processes. Presentations are made during new student [orientations](#) and [events](#) throughout the year. Assessment also attends meetings and events with other departments well as shared governance groups ([SSPBT](#), [AB 705 Steering Committee](#), etc.) to report on progress made, maintain relationships with campus partners, and review student needs.

Achievements

To meet the needs of students during the pandemic closure in March 2020, all Assessment Center services transitioned to an online modality. Online services ensure that all student populations (students with family commitments, working commitments, and travel/transportation restrictions, etc.) can now **equitably access** assessment services.

Opportunities for Growth

Because the Assessment team no longer offers in-person assessment/exam proctoring services, except for the Ability to Benefit testing, the function of the Assessment Center has changed. Furthermore, in June 2022, the Assessment team was moved from the Assessment Center to the Admissions & Records Office. The Assessment team no longer operates a computer lab. As the college transitions back to an on-campus/hybrid work environment, the center will need to reassess service offerings, and reflect upon how any identified changes may impact on the department's mission.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Section 9: Ethics, Law, and Policy

CAS Section 9 Purpose Summary

Testing Programs and Services (TPS) must review and adopt appropriate standards of ethical practice including those of applicable professional associations. TPS must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

Section 9 Committee Summary – Average rating (score: 1.5)

Laws, ethics, and policies/procedures relating to Assessment services are met in the following ways

- The Assessment Center follows [Family Educational Rights and Privacy Act \(FERPA\)](#) when managing student privacy issues to ensure confidentiality and the handling of data in an ethical manner.
- The Assessment Center follows policies and procedures of the [Office of Institutional Research \(IR\)](#) when addressing confidentiality of research and assessment data.
- The Assessment Center follows [title v, state](#), and local [Foothill-De Anza Community College District \(FHDACCD\)](#) compliance rules and regulations relating to Assessment Center services.
- Assessment Center staff follow rules and [guidelines](#) for Accuplacer certified test proctors.
- Ethics are incorporated into the daily management and decision-making process following job description requirements ([Testing Technician; Coordinator, Assessment; Assessment Center Supervisor](#)).
- The Assessment Center follows District HR [guidelines](#) for handling personnel information confidentiality. Ethical dilemmas and conflicts of interest are identified by staff and are addressed by their direct supervisor following District HR [guidelines](#) and job description requirements.

Achievements

Assessment Center staff have the opportunity to participate in [shared governance groups](#) relating to assessment services

to discuss and implement relevant changes. Personnel are informed about internal and external governance systems by the FHDA district, college leadership, their direct supervisor, union representations, and shared governance groups.

Opportunities for Growth

The Assessment Center relies on district and college [professional development](#) training and in-services relating to cultural competence and workplace inclusion. There is a need for ongoing training.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Section 10: Financial Resources

CAS Section 10 Purpose Summary

Testing Programs and Services (TPS) must have the funding that is necessary to accomplish its mission and goals. TPS must determine with administrative leadership what funding is necessary.

Section 10 Committee Summary – Average rating (score: 1)

[Student Services Planning and Budget Team \(SSPBT\)](#) reviews departmental program reviews to determine annual funding. The Assessment Center follows the process established by the Enrollment Services dean for approaching funding requests and budget allocations as well as recommendations for stewardship, management, and use of fiscal resources.

Achievements

The assessment team successfully changed the function of the center with the move to online services. In addition, we successfully closed the assessment lab, and moved into the Admissions & Records Office. Currently, all services are available in-person and online.

Opportunities for Growth

Because the Assessment team no longer offers in-person assessment/exam proctoring services, except for the Ability to Benefit testing, the function of the Assessment Center has changed. Furthermore, in June 2022, the Assessment team was moved from the Assessment Center to the Admissions & Records Office. The Assessment team no longer operates a computer lab. As the college transitions back to an on-campus/hybrid work environment, the center will need to reassess service offerings, and reflect upon how any identified changes may impact on the department's mission.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Section 11: Technology

CAS Section 11 Purpose Summary

Testing Programs and Services (TPS) must have current technology to support the achievement of its mission and goals. TPS must incorporate accessibility features into technology-based programs and services. TPS must ensure that personnel and constituents have access to training and support for technology use. TPS must back up data on a cycle established in partnership with the institution's information technology department. TPS must implement a replacement plan and cycle for all technology with attention to sustainability.

Section 11 Committee Summary – Average rating (score: 1.5)

Assessment utilizes district maintained applications to enhance and improve our services. The assessment team adopted the use of Canvas, zoom, SARS and other district applications so that we could support our students who could not come in-person for services.

Achievements

The assessment team successfully changed the function of the center with the move to online services. We have learned new technologies and applications during this transition to online assessment services.

Opportunities for Growth

The Assessment Center relies on district and college [professional development](#) training and in-services relating to technology and district software and applications. There is a need for ongoing training.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Section 12: Facilities and Infrastructure

CAS Section 12 Purpose Summary

Testing Programs and Services (TPS) facilities must be located in suitable spaces designed to support the functional area's mission and goals. TPS facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces. TPS must provide secure storage for equipment, supplies, testing materials, and test takers' belongings. TPS facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations. TPS must be able to control access to testing spaces during test administration. TPS must have spacing and/or dividers between test delivery stations in order to prevent unauthorized

collaboration or cheating. TPS must incorporate universal design principles. TPS facilities must be designed and constructed to be energy-efficient and sustainable.

Section 12 Committee Summary – Average rating (score: 1)

Because all assessment services were moved to online modalities, the Assessment Center team’s offices/workstations were moved into vacant cubicles in Admissions & Records in spring 2022. The team no longer operates a testing lab. In fall 2022, staff transitioned to a hybrid work schedule (on campus and remote).

Achievements

To meet the needs of students during the pandemic closure in March 2020, all Assessment Center services transitioned to an online modality. Online services ensure that all student populations (students with family commitments, working commitments, and travel/transportation restrictions, etc.) can now **equitably access** assessment services.

Opportunities for Growth

As the college transitions back to an on-campus/hybrid work environment, the center will need to reassess service offerings, and reflect upon how any identified changes may impact on the department’s mission.

Action Steps

A detailed description of objectives, key results, activities, responsible persons, and timelines are included in Appendix A: Objectives and Key Results Worksheet.

[Assessment - OKR Worksheet \(CAS Final Report - Appendix A\)](#)

Appendix A: Assessment Center - OKR Worksheet

Objective	Key Results	Activities	People Involved	Timeframe
<p>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.</p>	<p>Meet matriculation state law mandates as outlined in Assembly Bill (AB) 705, AB 1705 and AB 1805 mandates.</p>	<p>Partner with discipline faculty to modify assessments following state mandates</p> <p>Develop/updated assessment tools and implement new processes, as needed</p> <p>Partner with IR to evaluate outcomes</p>	<p>People Involved</p> <ul style="list-style-type: none"> -Discipline Faculty -Assessment Team -IR -AB 705 Committee 	<p>-Ongoing; attend discipline department meetings; AB705 workgroup meetings; and other meetings relating to assessment changes, as needed</p>
	<p>Key Results</p> <p>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.</p>	<p>Activities</p> <p>Evaluate staff technology training needs</p> <p>Identify technology training resources</p> <p>Provide time for training</p>	<p>People Involved</p> <ul style="list-style-type: none"> -Assessment Team 	<p>Timeframe</p> <p>-Quarterly reflection of professional development needs for the purposes of identifying available training resources</p>
	<p>Key Results</p> <p>Assess service offerings and reflect on student needs in post-pandemic environment</p>	<p>Activities</p> <p>Assess and evaluate hybrid services--on campus and remote (i.e., number of students served by modality; student feedback on services; college feedback on services)</p> <p>Modify services, as needed</p>	<p>People Involved</p> <ul style="list-style-type: none"> -Assessment Team -Enrollment Services Dean -Students -Discipline Faculty, as needed 	<p>Timeframe</p> <p>-Quarterly reflection of current services</p>