

Common Assessment/Multiple Measures Steering Committee Notes

January 31, 2018

Attendees: Tamica Ward, Pati Carobus, Thomas Ray, Lorrie Ranck, Patty Guitron, Amy Leonard, Rob Mieso, Jim Mailhot, Jerry Rosenberg, Mallory Newell, Kristin Skager, Rosanne Quinn, Melissa Aguilar, Erika Flores, Karen Chow, Casie Wheat

1. [December 5, 2017](#) meeting notes approved by consensus.
2. Karen Chow participated in the CAI/MMAP meeting remotely, and provided a written summary of the January 26, 2018 Assembly Bill (AB) 705 Workgroup meeting. Karen shared that her summary reflected the discussions held by taskforce members, and that the final AB 705 implementation recommendations would be issued after the last scheduled taskforce meeting in February. Community colleges were expected to implement AB 705 mandates by fall 2019. Under AB 705, colleges would be required to ensure that students could complete an English and Math transfer level course within one year; and complete a transfer level ESL course within three years. Mallory Newell, who also participated in the taskforce meeting, added that Reading was required to follow English mandates. Lorrie Ranck noted that the college's Basic Skills Initiative (BSI) funding was now tied to AB 705 implementation requirements. With focus on assessment mandates, Karen confirmed that colleges must use high school data as the primary measure (courses taken, grades earned); furthermore, colleges would be required to use self-reported high school data in the event that students did not have a high school transcript at the time of assessment. [Karen's meeting notes and California Community College Chancellor's Office (CCCCO) December 6, 2017 Memo on AB 705 are attached for reference.]

After Karen's summary was presented, the following comments/questions were shared:

- There was a need for clarification of the academic year definition within the context of a student completing a transfer level course within three consecutive quarters.
- Could a student elect to take longer than a year to complete a transfer level course (consider the DSPS student population)?
- What happens to the student that does not complete a transfer level course in a year?
- Did community colleges have the ability to negotiate these stipulations?
- How will these changes impact De Anza's learning communities (LART, CREM, etc.)?

Jerry Rosenberg and Thomas Ray agreed that collaboration between discipline departments, Curriculum, Scheduling and Articulation would be required to meet AB 705 mandates. It was proposed that teams be formed to come up with creative models (i.e. late start, short course, cohort pathways and co-requisite activities). Karen shared that any requested curriculum changes by the colleges should not be hindered by the CCCC's curriculum processing timeline. Also given the assembly bill's condensed implementation timeline, the need to pilot any new courses and collect and analyze data on course outcomes was expressed. Lastly, Lorrie shared that it may be possible to request BSI professional development funds to attend upcoming professional development opportunities to learn about how departments could meet AB 705 mandates ([California Acceleration Project Annual Conference](#) and the [College English Association Conference](#)).

3. Casie Wheat provided an update on the English, Reading and Math high school transcript (HST) assessment pilots. The English and Reading pilots were approved by the departments in December 2017. Beginning in February, the Assessment Center would use locally developed high school transcript (HST) assessment decision rules for placement into the English Writing (EWRT) and Reading (READ) course sequences. The English and Reading pilots were conjunctive in design, and used the Accuplacer Sentence Skills and Reading Comprehension test scores as the primary measure; student high school grade point average (GPA) was then used to add points to a student test scores. Casie commented that the current pilot designs were not following AB 705 mandates, but that the pilot would allow De Anza to collect useful student data. The math HST pilot would continue to use the MMAP decision rules to place student up through college level math. All HST pilots required students to submit a transcript to the college or have transcript data available in CalPass Plus. Casie reminded departments that the college would need to discuss self-reported high school data for assessment per AB 705 mandate.
4. Casie presented the EAP, SAT, ACT for English and Math Placement Test Exemption Proposal, which was first shared at the December 5, 2017 meeting. This proposal was also presented at the January Foothill Assessment Taskforce meeting. If both colleges approved to the proposal, a District EAP, SAT, ACT for English and Math Placement Test Exemption Policy could be formed and implemented.
5. Due to limited time, the English, Reading & ESL Department Report Out on Assessment for Placement Conversations item was not discussed. Casie reminded meeting members that the English and Math Accuplacer Classic tests would sunset in January 2019. Departments were encouraged to consider the English, Math and ESL Survey of Assessment Tools documents that were originally shared in October 2017 [attached].

Lastly, Casie shared that Foothill was interested in having an FHDA District Taskforce meeting. De Anza proposed Thursday, February 22 from 3:30-5PM.