

Common Assessment/Multiple Measures Steering Committee Notes

December 5, 2017

Attendees: Pati Carobus, Veronica Acevedo Avila, Tamica Ward, Sheila White-Daniels, Patty Burgos, Amy Leonard, Rob Mieso, Lorrie Ranck, Jim Mailhot, Melissa Aguilar, Erika Flores, Karen Chow, Casie Wheat

1. [November 8, 2017 Meeting Minutes](#) approved by consensus.

Karen Chow reported out on the November 21, 2017 Assembly Bill (AB) 705 Taskforce Implementation meeting. Mallory Newell also participated in the meeting, and Anne Argyriou was invited to join the taskforce for the next meeting. The taskforce established fall 2019 as the date for bill implementation. The group reconfirmed the goals of the taskforce, which were to provide guidance and implementation recommendations to the Board of Governors. In addition, the taskforce acknowledged the need to establish an English as a Second Language (ESL) workgroup. Also, taskforce members discussed the need to review and identify bill areas that required clarification. Areas for bill language clarification included: the definition of the length of a *year* for which students should complete transfer level English and Math courses; the definition of *evidence-based multiple measures* for assessment placement; and the definition of the type of model to be used for high school transcript placements (i.e. disjunctive, non-disjunctive, etc.). Lastly, Karen shared that the California Community College Chancellor's Office (CCCCO) would no longer be responsible for approving assessment instruments; this responsibility would fall under the Board of Governors purview.

Pati Carobus asked if Student Success and Support (3SP) funds would be tied to AB 705 requirements. Casie Wheat responded that Title V required college to use multiple assessment tools for placement; furthermore, assessment was a core service of 3SP so the college would be required to implement AB 705 mandates. Rob Mieso stated that high school partners should be included in the AB 705 taskforce meetings to represent the partnership between the community college and high schools. Karen stated that she would ask the CCCC for the taskforce membership list. In addition, Karen had also requested a list of bill areas that were pending conversation. Karen then mentioned that there would be at least two more meetings, and the taskforce planned to issue final bill requirements by February 2018.

2. With permission from the English Writing and Reading chairs, Casie shared the locally developed high school transcript (HST) assessment decision rules for EWRT and READ placement. Both the EWRT and READ decision models required students to take an Accuplacer placement test, and then submit high school transcripts to receive a "bump" in placement, when applicable. This type of model was defined as non-disjunctive because the student's HST placement was primarily based on their Accuplacer test result. HST assessment eligibility was determined upon student submission of a high school transcript from which the Assessment Center staff would assign additional points to a student's test score. The locally developed point system was based on the student's overall, unweighted high school grade point average (GPA). The Assessment Center was given permission to begin pilot implementation in winter quarter.

Casie asked if the Math Department would consider the use of [Multiple Measures Assessment Project \(MMAP\) rules for placement through MATH 1A: Calculus](#). Jim Mailhot responded that the Math Department would like to see fall quarter pilot results before moving forward with additional course

placements. Casie replied that the pilot findings would be shared in the winter quarter once the fall grades were available.

3. Casie presented the EAP, SAT, ACT for English and Math Placement Test Exemption Proposal for English and Math Department consideration. The EAP, SAT and ACT exams were approved assessment tools by the CCCC; and if adopted, the scores would be considered multiple measures for assessment. Casie stated that the proposal was based on the California State University (CSU) English and Math transfer level placement rules. If the English and Math Departments elected to adopt the CSU's EAP, SAT, and ACT scores for placement, students would be exempt from taking the De Anza English and Math placement tests. Eligible students would be placed directly into English 1A and Math 10, 11, 41, 44, 46.

Casie shared that all students who attended eleventh grade in California would have EAP results; however, not all high school students would have SAT or ACT scores. But, the following students would mostly likely have an SAT and/or ACT exam result: students who were considering applying to the CSU or other four year college; reverse transfer students (students that first attended a four year college and then returned to community college); students that went to high school outside of California; and students that were concurrently enrolled at a CSU or other four year college. Lastly, students that could not come to campus to test (online only, working students, etc.), or students that did not wish to participate in the Assessment Center's Remote Proctor Program, could earn placement with these exam results. Casie asked the departments to consider the proposal for possible implementation by March 2018 to align with the start of De Anza's high school recruitment season.

4. Casie asked the departments to think about an assessment for placement model that did not depend on a placement test. Casie then presented an overview of non-testing placement models which included:
 - 1) Student-Self Placement – Use of an online placement tool that allowed students to be automatically assigned a placement when reporting high school data to the college. Colleges could choose to verify student self-reported data with high school transcripts.
 - 2) Student-Counselor Placement – Students could meet with a counselor to complete an assessment survey or diagnostic, or skills inventory and consider relevant materials (transcripts, test results, etc.) to determine placement. This could potentially be an option for International Student Program (ISP) students, and students with gaps in academic history.
 - 3) Self-Reported High School Transcript Data for Placement – Use of student self-reported CCCApply application data to automatically assign placements via Banner.The above three models, placement testing could be offered in the event that a student did not agree with their assessment results.

Casie then shared that she would be attending the NorCal Regional Assessment Conference on December 7, 2017. The conference agenda included an AB705 presentation by CCCC Student Services Representative Mia Keeley and a panel of multiple measures for placement models by other colleges. Conference information would be shared out at the next meeting.

The taskforce agreed that the winter quarter meetings should be held at 12:30pm, and Wednesday was preferred. Lastly, Casie shared that Foothill was interested in having an FHDA District Taskforce meeting for winter quarter.