

Common Assessment/Multiple Measures Steering Committee Notes

November 8, 2017

Attendees: Karen Chow, Amy Leonard, Pati Carobus, Michelle DuBarry, Patty Burgos, Rob Mieso, Erika Flores, Kristin Skager, Melissa Aguilar, Thomas Ray, Tamica Ward, Barbara Dahlke, Renee Augustine, Erick Aragon, Jim Mailhot, Amy Leonard, Casie Wheat

[October 18 Meeting Minutes](#) approved by consensus.

Karen Chow reported out on the AB 705 updates and assessment information that was shared at the 2017 Academic Senate Fall Plenary. Karen shared that the California Community College Chancellor's Office (CCCCO) had not issued any clarification on how community colleges would be required to implement AB 705. AB 705 would go into effect on January 1, 2017. The CCCCCO created an AB 705 taskforce which sought to fulfill four goals: development of an implementation timeline; guidance; an ESL assessment workgroup; and recommendations of implementation support. Karen stated that she had joined the taskforce and the first meeting would be held on November 21, 2017. Karen also shared the State Academic Senate had recommended that colleges not adopt the Accuplacer [Next Generation](#) English and Math tests until AB 705 implementation guidelines were issued. Furthermore, the Next Generation test had not yet been approved by the CCCCCO.

Per Title V, colleges were still required to assess students for placement using at least two measures. In addition, AB 705 required colleges to use high school transcript data for assessment placement. It was recommended by the state to use a [disjunctive model](#), which allowed students to be placed with the highest placement earned. In regard to the AB 705 stipulation that required colleges to ensure student completion of a college level math and English course within one year, and a college level ESL course in three years, Karen stated that the Academic Senate also recommended that departments wait until the CCCCCO issued clarification before changing any curriculum.

Lastly, Karen stated that San Jose State University (SJSU) was using a self-guided placement model for students that had not placed directly into college level English via [Early Assessment Program \(EAP\) SATs, ACTs, Advanced Placement \(AP\)](#) exam results. The SJSU self-guided model included the student's development of a reading and writing portfolio; and upon portfolio completion, students were given the choice to enroll in a semester long college level English course or a stretched college level English course. From the use of this model, SJSU found that students often selected the stretched English course. In conclusion, SJSU found that students often under placed themselves when given the opportunity to select college courses.

Casie Wheat reported that the Common Assessment project had been cancelled by the CCCCCO (see latest [CAI Updates](#)). The college would now need to focus on choosing additional assessment tools per AB 705 and Title V requirements. Discipline departments were required to use high school transcript data for placement. In the event that student high school transcript data was unavailable, the state recommended that colleges employ placement by student self-reported high school data or by student self-guided placement. An example of a self-reported data model would be a survey which would allow students to report high school information. Upon survey completion the student would be given a placement. The college could then request documentation to verify the self-reported data; or simply allow for student placement based on self-reported data. (Example: [Gavilan's placement tool](#).) Alternatively, discipline departments could look toward developing a self-guided placement model such as the SJSU English model.

Following up with the last meeting's presentation of the Accuplacer *Next Generation* adoption timeline, Casie reminded the steering committee that the current English and Math Accuplacer Classic tests would sunset in January 2019. Therefore, the college would need to make action plans to adopt additional measures and/or determine if the English and Math departments would move forward with adopting the *Next Generation* test. Casie then requested that the discipline departments determine which assessment tools would be adopted by the end of November. Rob Mieso reiterated that because the Common Assessment had been discontinued, the college would now need to focus on

redefining assessment for placement for De Anza students. Casie encouraged discipline departments to consider the use of EAP, SAT and ACT exam results for assessment test exemption and placement into college level courses (see [CSU Placement Model for College “READY”](#)).

The English and Reading departments shared that the English high school transcript decision rules would be finalized and shared with Assessment by the end of November. The English Department would continue to use Accuplacer Classic Sentence Skills test and locally developed writing sample for placement. The Reading Department would continue to use the Accuplacer Classic Reading Comprehension test for placement. Kristin Skager asked how the college would proceed with piloting high school transcript (HST) assessment for placement. Casie responded that the department could request to pilot HST assessment with a particular cohort or decide to allow all students to participate. Rob Mieso stated that the HST assessment for math placement was first piloted at the high school placement testing events which had very encouraging results, so the college would be ready to open the HST assessment program to all students. Casie would follow up with English and Reading Departments to provide next steps for HST assessment implementation.

The Math Department would continue to pilot the HST assessment for math placement alongside the Accuplacer Classic test. Casie asked the department to consider piloting the HST assessment program through Calculus.

The ESL Department would continue to use the CELSA test and the locally developed writing sample. Patty Caribus asked if the writing sample was considered a separate measure. A [writing sample](#) was considered a test by the CCCCCO, if the sample measured the same elements as the test. Casie explained that currently, the writing sample readers reviewed the CELSA test raw scores before reviewing the writing sample; thus, the department might want to consider redefining the ESL assessment process so to ensure that the ESL test and writing sample were not measuring the same elements. Lastly, Casie announced that the International Student Program (ISP) Office had agreed to share ISP student TOEFL data so that Institutional Research (IR) could conduct a study on the correlation between TOEFL scores and student placement for the purposes of identifying an additional ESL measure for placement. Findings would be shared with the steering committee upon study completion.

The next steering committee meeting would be held on Tuesday, December 5 from 12:30 – 1:30PM in Admin 109.