

Common Assessment/Multiple Measures Steering Committee Notes

October 18, 2017

Attendees: Pati Carobus, Michelle DuBarry, Veronica Acevedo Avila, Daniel Tung, Tamica Ward, Jose Hernandez, Kristin Skager, Patty Burgos, Barbara Dahlke, Amy Leonard, Rob Mieso, Sara Lisha, Erick Aragon, Jim Mailhot, Thomas Ray, Jerry Rosenberg, Erika Flores, Casie Wheat

1. [May 25, 2017 Meeting Minutes](#) approved by consensus.
2. The [FHDA District Retest Policy](#) went into effect on October 9, 2017. Those students testing for Winter Quarter enrollment and beyond will be impacted by this policy. Because Foothill and De Anza offer different ESL tests, students would be entitled to an initial test and a retest at both Foothill and De Anza. The policy should be reviewed before the district adopts the Common Assessment.
3. Casie Wheat reported that the College Board was retiring the Accuplacer *Classic* English and Math tests. All Accuplacer users would be required to adopt the [Next Generation test](#) by January 2019. The Common Assessment adoption timeline remained unannounced (see latest [CAI Updates](#)), so the college would need to choose a new test and/or consider additional assessment tools for placement. Casie Wheat proposed the *Next Generation* adoption timeline. The timeline include assessment tool validation studies, which would need to be conducted and completed by Fall 2018. It was noted that the *Next Generation* test has not yet been approved by the California Community College Chancellor's Office (CCCCO).

The selection of a new placement test would require the discipline faculty to develop new cut scores and placements. Karen Chow requested that Casie compile a list of all CCCC approved placement tests to be presented at the next meeting for college consideration. Rob Mieso commented that departments could consider other placement tools, such as: EAPs or high school transcript assessment, in place of, or in addition to, the new test. Tamica Ward commented that in light of budget reductions, the college should consider the cost of testing units when selecting new assessment tools. Currently, Accuplacer charges \$1.65 per test unit (the English test costs two test units; and the Math test could cost up to four test units).

Given the condensed timeline due to the sunset of the *Classic* test, choosing the new English and Math placement tests, and/or assessment tools, would be a priority. The selection of a new test presented the opportunity for Foothill and De Anza to work together to align placements and assessment processes. Should Foothill and De Anza choose to administer different Math and English placement tests, the newly implemented retest policy would be void as results would no longer be portable within the district.

4. Casie presented a summary of the September 28, 2017 Common Assessment Steering Committee meeting notes. The Common Assessment Initiative (CAI) audit had occurred, but the official findings had not been made public. The English and Math bias review had been completed and next steps for the CAI included field testing by the pilot colleges. The ESL bias review had also begun. The McCann IntelliMetric tool, which was currently used to score the GRE writing samples, had been selected to review the CAI writing samples. The CAI/MMAP Steering Committee was reminded that the writing sample would be part of the Common Assessment; and therefore, a writing sample could not be considered a separate assessment tool. In addition, the CAI platform would automatically machine score the writing samples. The De Anza English

and ESL Departments reconfirmed that they wanted the CAI writing samples to be human scored. The logistics of human scoring of CAI writing samples would need to be discussed once the CAI released more information about the ESL test and platform capabilities.

5. The CSU System announced the retirement of the CSU placement tests: the English Placement Test (EPT) and the Entry Level Math (ELM) exam. The CSU system would now place students using [Early Assessment Program \(EAP\)](#) results. Casie explained that all California high school students take the California Assessment of Student Performance and Progress (CAASPP) [Smarter Balance Assessments](#) during their junior year. Smarter Balance results were translated into EAP result levels, which then determined a student's eligibility to enroll in CSU math and English classes. The CSUs have developed the [Early Start Program](#) for those students that did not test into directly into college level courses. The Early Start Program was designed to offer college level courses with embedded support and/or co-requisite courses to ensure the minimization of required basic skills coursework.

Casie presented the CSU – FHDA Assessment Crosswalk, which provided an overview of CSU and FHDA assessment tools used for placement to include: EAPs, [SATs](#), [ACTs](#), [Advanced Placement \(AP\)](#) exam results, and [TOEFL](#) exam results. AP exam results were the only assessment tool used by CSU and De Anza. Like the CSUs, [Foothill accepted the EAP](#) for placement into English and Math college level courses. Karen asked if the Smarter Balance Assessments could be made available to all students, not just California high school students, so that the California Community Colleges (CCCs) could use EAP results to place all students. EAPs, SATs, ACTs, and APs results were currently listed by the CCCCO as approved assessment tools for placement.

[Assembly Bill 705](#) was signed by the governor on October 13, 2017. Effective January 2018, the CCCs would be required to use student high school grade point average (GPA), courses taken, and grades earned for assessment placement. The difficulty of collecting high school data was acknowledged. AB 705 stipulated that self-reported data and self-guided placement was an option for colleges to consider when high school data was unavailable. In addition, CCCs would be required to create pathways that ensured a student's completion of a transfer level English course and Math course within a year; and ESL students must be able to complete a transfer level English course within three years. The current English and ESL pathways allow students to complete transfer level coursework within the required timeframes. However, the Math course sequence currently has three levels of basic skills before college level math. Jerry and Jim Mailhot commented that AB 705 requirements would be brought back to the Math Department.

6. Each Department was asked to provide an update on potential assessment for placement tools. Thomas Ray commented that TOEFL and [IELTS](#) were well known English proficiency tests. Casie added that the [iTEP](#) was another test considered by some institutions. Also, TOEFL was an admission requirement of the De Anza International Student Program (ISP) Office. Casie would follow up with the ISP Office for a potential study on ISP student TOEFL test results and student outcomes. Pati Carobus and Casie asked if a survey of student skills and abilities could also be considered as an assessment tool for ESL placement. The English Department shared that they were close to setting a GPA for high school transcript assessment piloting. The Reading Department commented that discussions were ongoing.

Both the English and Math Departments commented that they were interested in the EAP. Jerry requested more information about how EAP results could be used for placement into the higher level math courses. In addition, questions about how EAP results (which were a summary of high school knowledge up through junior year) and senior year coursework might be used for placement. Casie will research EAP for placement and report out at the next meeting.

Amy Leonard and Veronica Acevedo Avila commented that the college should also consider accepting the SATs and ACTs for placement because the majority of students in our service area take the SATs and/or ACTs in high school. Not all De Anza students would be able to use these exam results for placement; however, like AP exam results, the students that already have results from these exams could be exempt from taking the placement test. Casie shared that SATs and ACTs were accepted by De Anza in the past, but it was unclear as to why the college discontinued these exam results for placement. Jerry commented that the college should be weary of high price of SAT and ACT tests as the cost could be a disadvantage to those students that could not afford to pay for these exams.

Because of limited time, Casie presented a very brief Math MMAP Pilot update. The Math Department looked forward to receiving additional Fall Quarter pilot data and analysis on student success rates which would be used to advise pilot next steps. Patty Burgos inquired about MMAP placement rules and CSU and UC math articulation agreements. Jerry commented that he had been in conversation with the college's articulation officer on this topic. Casie would invite Renee Augustine to a meeting for more conversation and clarification about assessment placement rules and CSU/UC math requirements.