

Common Assessment/Multiple Measures Steering Committee
June 10, 2016 Meeting Minutes

Attendees: Anne Argyriou, Patricia Carobus, Mayra Cruz, Stephen Fletcher, Clara Lam, Amy Leonard, Lisa Ly, Jim Mailhot, Rob Mieso, Vicky Moreno, Mallory Newell, Thomas Ray, Jerry Rosenberg, Ram Subramaniam, Rowena Tomaneng, Sue Yoes

1. May 13, 2016 Meeting Minutes

The minutes were approved.

2. Common Assessment Multiple Measures Steering Committee Webpage

M. Cruz showed the new Common Assessment Multiple Measures webpage, which could be found on the Academic Senate webpage: <https://www.deanza.edu/gov/academicsenate/camm.html>. It was discussed that the Common Assessment Initiative website should be added to the resources list.

3. Spring 2016 Multiple Measures Pilot – Preliminary Results

S. Fletcher confirmed common assessment needs to be in place by November 2016 in order to begin placing students for spring 2016. Accuplacer will be phased out prior to the common assessment launch—students will not take two placement tests.

M. Newell presented preliminary placement and enrollment results from the [spring 2016 multiple measures pilot](#). Among the 308 students who were uploaded to CalPASS Plus, 171 students had a matched file. The final count for usable matches is 79 students for Math and 97 students for English/Reading.

Math Placement & Enrollment: Of the 79 students, 28 were given multiples measures placement.

- 8 students multiple measures *matched* with their Accuplacer placement (29%)
- 18 students placed *higher* with multiple measures than Accuplacer placement (64%)
- 2 students placed *lower* with multiple measures than Accuplacer placement (7%)
- 6 out of the 28 students enrolled, and they opted to enroll in the course based on their Accuplacer placement—even though it placed them in a lower course

English Placement & Enrollment: Of the 97 students, 47 were given multiples measures placement.

- 40 students multiple measures *matched* with their Accuplacer placement (85%)
- 3 students placed *higher* with multiple measures than Accuplacer placement (6%)
- 4 students placed *lower* with multiple measures than Accuplacer placement (9%)
- 11 out of the 47 students enrolled, with 6 students enrolling in the course based on their matched multiple measures and Accuplacer placement. Five students chose to enroll in the course based on their Accuplacer placement—even though it placed them in a lower course.

Reading Placement & Enrollment: Of the 97 students, 48 were given multiples measures placement.

- 43 students multiple measures *matched* with their Accuplacer placement (90%)
- 5 students placed *higher* with multiple measures than Accuplacer placement (10%)

- 3 out of the 48 students enrolled in the course based on their matched multiple measures and Accuplacer placement.

CalPASS Plus Data: A table that linked fall 2014 first-time college students to their higher school district was shown. Out-of-state student comprised the second largest enrolled student group and does not have data in CalPASS. A number of high school unified districts do not provide or have outdated data.

Alternative High School Transcript Data (for consideration): Given the low high school transcript matched rate via CalPASS Plus, it was discussed that alternative avenues to obtain high school transcript data be explored. Self-reported high school GPA is used by College of the Canyons as well as the University of California. The latter has used self-reported high school GPA with verification after admission. In 2008 among its nine UC campuses, only up to five discrepancies between reported GPA and verified GPA were found. Early Assessment Program (EAP) is a diagnostic tool used by the California State University to assess high school juniors and their readiness for college-level English and Math. EAP uses a computer adaptive test and an essay (English portion only). The CSU accepts 'standard exceeded' scoring and students are placed directly into college-level English or Math without having to take a placement test.

Next Steps: The Steering Committee was asked to consider (1) utilizing the EAP scores to place students as a multiple measure (2) determining a different process to notify students of their Accuplacer and multiple measures scores, such as receiving one and not two placement scores, or receiving both placement scores at the same time and (3) deciding whether or not to accept self-reported transcript data.

Q&A Discussion:

For the English placement, multiple measures currently impacts the Accuplacer portion and not the essay. The test is on a 30-point range whereas the essay is scoring is 1, 2 or 3. Therefore, to have the multiple measures added to the essay would require a new essay scoring. Currently, all students take the essay, rather than just students who are on the cusp, it was discussed to look into changing this from all students to just those on the cusp. There was discussion to communicate to high school students at outreach conferences the importance of having their high school transcript. Additionally, the Steering Committee would like to explore using EAP as a multiple measure. M. Newell will look into the EAP data to see how many students could be impacted. Access to EAP would require assistance from R. Mieso and A/R.

4. Common Assessment Initiative (CAI) Grant – Mapping Competencies

The English, Reading, ESL, and Math department needs to determine which course *teaches* the desired competency that is outlined by CAI. A. Argyriou walked the Steering Committee through the English Department's mapping process thus far. Each competency has four sub-competencies, and full-time and part-time faculty is encouraged to assist in the mapping. There was discussion to utilize the CAI grant to compensate faculty for their time. R. Tomaneng reported there is student equity funds that could be used for compensation. M. Cruz communicated the compensation formula, determined by the Faculty Association, takes into account the number of faculty members. Therefore, each department needs to provide the estimated number of faculty needed for the mapping.

5. Report to Academic Senate

M. Cruz volunteered to report to the Academic Senate on June 13, 2016 the status of the common assessment/multiple measures steering committee.

6. Next Meeting - Fall 2016

The Steering Committee agreed to meet on Friday, October 14, 2016 at 11:00-1:00pm.

To-Dos

- Tri-chairs to add to Common Assessment Multiple Measures webpage, CAI website <http://cccassess.org/> with senate leadership assistance.
- Assessment to continue placing students using Accuplacer and multiple measures
- IR to survey spring 2016 pilot students and track their outcomes; examine the viability of EAP data and determine number of impacted students
- English, Reading, ESL, and Math departments to provide M. Cruz/R. Tomaneng estimated number of faculty taking part in the mapping; M. Cruz and R. Tomaneng to confirm faculty compensation thereafter
- English, Reading, ESL, and Math departments to provide competency mapping update/outcomes at the October 14, 2016 meeting