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BRICE W. HARRIS, CHANCELLOR

CALIFORNIA COMMUNITY COLLEGES

CHANCELLOR'S OFFICE

1102 Q STREET, SUITE 4400
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



Memorandum

January 7, 2016

To: Chief Student Services Officers
SSSP Coordinators
Assessment Directors

From: Denise Noldon, Ph.D., Interim Vice Chancellor
Student Services and Special Programs

Subject: Temporary suspension of approval process for assessment instruments

This memorandum is a formal announcement of the intent to suspend the review for approval of assessment instruments by the Chancellor's Office in 2016. The process will resume in April 2017. This decision by the Chancellor's Office will allow colleges time to transition their current processes to the new CCCAssess as well as to accommodate the sunset of Compass assessment instruments in 2016, which are used for placement by nearly half of the California Community Colleges.

As you are aware, the Chancellor's Office and the California Community Colleges Technology Center have been working hard to develop CCCAssess through the Common Assessment Initiative (CAI). This suite of tests will be available to all the California Community Colleges to place students in Math, ESL, and English credit and noncredit courses. Title 5, section 55518, requires SSSP funding to be contingent on the colleges' use of CCCAssess, if an assessment test is used for placement.

Title 5, section 55522, also requires the use of multiple measures when using an English, mathematics, or ESL assessment test for placement. Colleges, however, have the option of using only multiple measures to place students without an assessment test, and may still receive SSSP funding. As was indicated in a memo issued in July 2015, colleges may use SAT, ACT, and Early Assessment Program (EAP) scores as multiple measures, if used along with other measures.

Release and implementation for CCCAssess is planned to begin in Fall 2016 for placement for Spring 2017. The initial rollout will be available to pilot colleges, followed by sister colleges in the districts of pilot colleges, Compass users, and all remaining colleges. Full implementation is expected to be complete by Fall 2018. CCC Assess will undergo the Chancellor's Office approval process prior to implementation.

As the colleges were notified in spring 2015, ACT will no longer be producing Compass assessment instruments; however, ACT will be supporting the current tests on the Chancellor's Office approval list until November 2016, enabling colleges to use these tests through this date.

The suspension of the approval process does not relieve colleges of the responsibility of validating all assessment instruments, including multiple measures, in accordance with section 55522 of title 5, to minimize or eliminate cultural or linguistic bias. Colleges must also gather data to determine if their assessment instruments have a disproportionate impact on particular groups of students. Any disproportionate impact indicated must be addressed. Recent studies in the CCC system have proven the value of appropriate assessment to student success. These steps ensure the instruments used place students fairly and appropriately.

Please refer to the [Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in California Community Colleges](#) for clarification on the validation process.

The Chancellor's Office will be available to provide technical assistance and share resources with the colleges to facilitate the use of assessment to benefit students. Specific assessment-related questions and answers will be distributed through

2/2/2016

Fwd: REMINDER OF ASSESSMENT WEBINAR 1/14/16 2-3 pm - cforteparnell@avc.edu - Antelope Valley College Mail

the SSSP/matriculation and CCCAA listservs. In addition, assessment training will be available at the Student Success Conference to be held March 14-16, 2016.

Please contact Chris Graillat, SSSP Specialist, with any questions. She may be reached at cgraillat@ccccc.edu or 916-322-7988. For questions about CCCAssess, please contact Jennifer Coleman at jcoleman@ccctechcenter.org or 530-879-4165.

Chris Graillat
SSSP Specialist
Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q St.
Sacramento, CA 9

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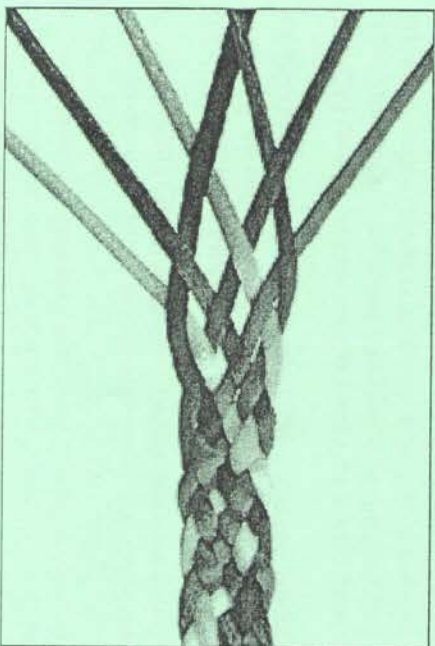
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CAS To Include Optional Multiple Measures

WRITTEN BY JENNIFER COLEMAN

TUESDAY, 10 MARCH 2015



A suite of validated multiple measures (MMS) will be offered for use in making local placement decisions as part of a statewide assessment being developed by the California Community Colleges Common Assessment Initiative (CAI).

Colleges applying the CAI's Common Assessment System (CAS) will be able to choose whether to use the available suite of multiple measures, as well as develop their own.

"The use of multiple measures creates a more complete picture for colleges to assist in making placement decisions," said Craig Rutan, Academic Senate for CCC South Representative and Vice Chair of the CAI Steering Committee. "By including multiple measures, colleges are able to more accurately place students, increasing their chances of successful completion."

Multiple Measures Explained

The use of multiple measures for placement is spelled out in Title 5, Section 55522(a): "When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures."

The definition is laid out in Section 55502(i): "Multiple Measures are a required component of

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a district's assessment system and refer to the use of more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience."

Piloting Multiple Measures

The CAI pilot colleges will assist with piloting of MMs for validation purposes. The RP Group is currently conducting research into the validity of non-cognitive variables that may be offered as part of the CAS. It is anticipated that piloting of select MMs will take place in early fall of this year.

Adding to the breadth and depth of current MMs work within the CCC is the overlap between the CAI and the Multiple Measures Assessment Project (MMAP). MMAP pilot colleges, several of which also participate as CAI pilot sites, are currently piloting a model for placement that utilizes high school GPA and grades in most recent high school math and/or English courses. More information on the MMAP can be found on the RP Group website at rpgroup.org/projects/multiple-measures-assessment-project.

While the work of MMAP and CAI is separately funded and managed, the CAI will be able to leverage the results of MMAP research and piloting in creating a robust and valid CAS that incorporates MMs for the benefit of increased student success.

The CAI project will be on the road this spring providing updates to the field and answering questions about the current progress of the initiative and the plans for MMs and test content currently under development. To schedule a presentation for your college or group, contact Jennifer Coleman, EDD, Statewide Program Director, at 530-879-4165 or colemanje@cccnext.net.

Jennifer Coleman, EDD, is Statewide Program Director of the California Community Colleges Common Assessment Initiative.

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Know the law

- Know your matriculation handbook, esp. Chap 2: <http://bit.ly/SSSPHandbook>
 - "Assessment is a **holistic process** through which each college collects information about students to facilitate their success by ensuring their appropriate placement into math, English, and ESL curricula. Student assessments **should** reflect a variety of informational sources that create a profile of a student's academic strengths and weaknesses." p. 2.3
- Colleges **must** adhere to the following regulations and guidelines when implementing and managing any assessment instrument used for course placement:
 - ...
 - Course placement recommendations **must** be based on multiple measures (sections 55502(i) and 55522(a)). Additional indicators of student readiness for math, English, and ESL course content **must** be used together with placement test results. p. 2.4

Know the law - II

- Know your Title 5, esp. Division 6 (CCCs), Subchapter 6 (Matriculation programs): <http://bit.ly/Title5Matriculation>
 - 55502.(i) "Multiple measures" are a **required** component of a district's assessment system and refer to the use of more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience. (See also 55522(a))
 - 55502 (e) "Disproportionate impact" in broad terms is a condition where access to key resources and supports or academic success may be hampered by inequitable practices, policies, and approaches to student support or instructional practices affecting a specific group. For the purpose of assessment, *disproportionate impact is when the percentage of persons from a particular racial, ethnic, gender, age, or disability group, who are directed to a particular service or course placement based on an assessment test or other measure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence* demonstrating that the assessment test or other measure is a **valid and reliable predictor of performance** in the relevant educational setting.
 - (also 55003 (d)(2): Prerequisites or corequisites may be established only for any of the following purposes:
 - (2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, **such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade** in the course (or at least one course within the program) for which the prerequisite is being established)

Know the Academic Senate's position

- Academic Senate for California Community Colleges (ASCCC) passed resolution in strong support of using multiple measures for placement (ASCCC, 2013). <http://bit.ly/MMAACCC2013>
- ASCCC task force concluded that "inclusion of multiple measures in our assessment processes is an important step toward improving the accuracy of placement processes" (Grimes-Hillman, Holcroft, Fulks, Lee, & Smith, 2014, p. 7). <http://bit.ly/MMAACCC>

Know what advocates of standardized tests say

- "We've been advocating for almost everything that's been indicated in the report [Pamela Burdman's *Where To Begin? The Evolving Role Of Placement Exams For Students Starting College*] for quite a few years now,' said David Parmele, executive director in the ACCUPLACER program for the College Board. ...'**We do not believe that the placement score alone should be the only factor used to decide a student's placement** into college-level classes,' Parmele said, echoing a key aspect of the report—namely, how some systems are weighing the merits of moving away from the widespread practice of using the test scores as the only basis for assigning students to remedial classes and toward using multiple measures, such as high school grades. <http://bit.ly/Diverse2012>
- Mr. Parmele and Mr. Scoring [ACT assistant vice president for applied research] said both Accuplacer and Compass include tools to allow colleges to weigh test results along with other academic indicators, such as high school grades and course credits, and work with colleges to use broader measures of student readiness than just the test. Neither testing representative, however, knew how many of its client colleges actually use those tools. <http://bit.ly/MMEdWeek2013>

Know what advocates of standardized tests say - II

- “The College Board agrees that the **most successful placement models** are those that take a **comprehensive approach**. This means utilizing the extensive range of tools available within ACCUPLACER to **assess multiple variables**, including high school **GPA**, to develop a more robust picture of a student’s preparation for college and careers.” <http://bit.ly/MMACCU>

- But it [the US Department of Education] also said that **tests should be “just one of multiple measures” of student achievement**, and that “no single assessment should ever be the sole factor in making an educational decision about a student, an educator or a school.” <http://bit.ly/MMUSDOE>

Know current state of affairs

- >92% of two year institutions administer high-stakes placement exams (Hughes & Scott-Clayton, 2011): <http://bit.ly/Hughes2011>
- Only 21% of two year institutions use anything other than an admissions or placement test in mathematics, 13% in reading (Fields & Parsad, 2012) <http://bit.ly/NAGB2012>
 - **Wide** variability in cut scores with those at 2-year institutions typically higher than at 4-year institutions
- 68% of students in two year institutions take at least one developmental education course (Scott-Clayton & Belfield, 2015). <http://bit.ly/CCRCPPlacementAccuracy>
- Placement below transfer level is significant barrier to completion (Bailey, 2009; Bailey, Jeong, & Cho, 2010) <http://bit.ly/Bailey2010>
 - <50% complete the sequence, ~30% never attempt a course in the sequence and ~10% fail to re-enroll after successfully completing at least one course in the sequence
- 50-60% of equity gap in college completions occur during assessment and matriculation (Stoup, 2015)