

Assessment Advisory Committee Charter

September 2021

The Assessment Advisory Committee conducts the review of assessment instruments submitted by colleges and test publishers for Chancellor's Office approval. The committee works with the Chancellor's Office and psychometric consultants for the Chancellor's Office, who conduct the psychometric review of assessment instruments and provide other technical expertise as required. The committee then advises the Chancellor's Office on assessments presented for approval and provides recommendations regarding those approvals.

ESTABLISHMENT AND AUTHORITY

Per Education Code 78213, a community college district or college shall not use any assessment instrument related to Education Code 78213 without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments and shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges related to Education Code 78213. See the full text of Education Code 78213 below.

MEMBERSHIP

Assessment Advisory Committee members are appointed by a representative set of stakeholder groups and associations across the CC system. Each member serves a one-year term and is eligible for a second year, as determined by their appointing group/association. The Assessment Advisory Committee members consists of the following voting members:

- Three representatives from the AB 705 ESL Implementation Work Group.
- Two representatives from the Educational Services and Support Division of the CCCCCO.
- Four representatives from the Academic Senate for California Community Colleges (one each for English, math, ESL, and non-credit).
- One representative from the California Association of Community College Registrars and Admissions Officers.
- Two representatives from the California Community Colleges Assessment Association.
- One representative from the California Community Colleges Classified Senate (involved in assessment).
- One representative from the Chief Instruction Officers.
- One representative from the Chief Student Services Officers.
- Two representatives from the Research & Planning (RP) Group (with one preferably having experience with multiple measures).

- One representative from the Research and Data Division of the CCCC.
- One representative from the Student Equity and Achievement Program (SEAP) Advisory Committee (with background in assessment).
- Two representatives (and one alternate) from the Student Senate for California Community Colleges.
- One representative from the Workforce and Economic Development (WED) Division of the CCCC.

Resource Members

- One representative from the Office of General Counsel of the CCCC.

LEADERSHIP

The Assessment Advisory Committee is overseen by a Vice Chancellor of Educational Services and Support and is co-chaired with an Educational Services and Support Dean.

PURPOSE AND RESPONSIBILITY

The Assessment Advisory Committee's responsibilities are as follows:

- Review and evaluate assessment validation submissions as needed and provide recommended levels of approval to the Chancellor's Office based on guidance from the psychometric consultants.
- Review and provide feedback on technical assistance materials on assessment-related topics.
- Provide guidance on assessment issues in the CCC.
- Assist with planning assessment trainings, webinars, and workshops as needed.

Per Education Code 78213, as the committee reviews assessment instruments, reviews should be conducted to ensure the following requirements are fulfilled:

- (1) Assessment instruments shall be sensitive to cultural and language differences between students, and shall be adapted as necessary to accommodate students with disabilities.
- (2) Assessment instruments shall be used as an advisory tool to assist students in the selection of appropriate courses.
- (3) Assessment instruments shall not be used to exclude students from admission to community colleges.

For purposes of Education Code 78213 and therefore the work of this committee, "assessment" means the process of gathering information about a student regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.

As a Bagley-Keene committee, the Assessment Advisory Committee will typically meet in-person 2-4 times per year as needed (with exceptions made for virtual meetings pending emergencies). The Chancellor's Office will cover travel costs for in-person meetings according to state travel policy and rates.

Members are expected to review materials in advance of the meetings, actively engage in discussions during meetings, and to participate in work groups as needed.

DECISION MAKING AND RECOMMENDATIONS

To establish quorum for decision-making, 50% plus one of the voting members must be present. Vacancies do not count towards the determination of the quorum. The committee shall make every effort to reach consensus when determining recommendations. If consensus cannot be reached, then recommendations shall be made by vote of the voting membership.

Committee recommendations will be received by the presiding Vice Chancellor of Educational Services and Support and taken to the Chancellor for review. Final recommendations will be presented to the Board of Governors for approval.

STATUTE

Education Code **78213**:

(a) A community college district or college shall not use any assessment instrument for the purposes of this article without the authorization of the board of governors. The board of governors may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The board of governors may waive this requirement as to any assessment instrument pending evaluation.

(b) The board of governors shall review all assessment instruments to ensure that they meet all of the following requirements:

(1) Assessment instruments shall be sensitive to cultural and language differences between students, and shall be adapted as necessary to accommodate students with disabilities.

(2) Assessment instruments shall be used as an advisory tool to assist students in the selection of appropriate courses.

(3) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) The board of governors shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.

(d) (1) (A) A community college district or college shall maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:

- (i) High school coursework.
- (ii) High school grades.
- (iii) High school grade point average.

(B) Colleges shall use multiple evidence-based measures for placing students into English-as-a-second-language (ESL) coursework. For those students placed into credit ESL coursework, their placement should maximize the probability that they will complete degree and transfer requirements in English within three years.

(C) Colleges shall apply multiple measures in the placement of all students in such a manner so that either of the following may occur:

- (i) Low performance on one measure may be offset by high performance on another measure.
- (ii) The student can demonstrate preparedness and thus bypass remediation based on any one measure.

(D) When high school transcript data is difficult to obtain, logistically problematic to use, or not available, a community college district or community college may use self-reported high school information or guided placement, including self-placement for students.

(E) The board of governors may establish regulations governing the use of these and other measures, instruments, and placement models to ensure that the measures, instruments, and placement models selected by a community college demonstrate that they guide English and mathematics placements to achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe and credit ESL students will complete transfer-level coursework in English within a timeframe of three years. The regulations should ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college district or college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.

(2) Notwithstanding Section 78218 or any other law, a community college district or college shall not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless placement research that includes consideration of high school grade point average and coursework shows that those students are highly unlikely to succeed in transfer-level coursework in English and mathematics. A community college district or college may require students to enroll in additional concurrent support, including additional language support for ESL students, during the same semester that they take a transfer-level English or mathematics course, but only if it is determined that the support will increase their likelihood of passing the transfer-level English or mathematics course. The community college district or college shall minimize the impact on student financial aid and unit requirements for the degree by exploring embedded support and low or noncredit support options.

(e) For purposes of this section, “assessment” means the process of gathering information about a student regarding the student’s study skills, English language proficiency,

computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment methods may include, but not necessarily be limited to, interviews, standardized tests, attitude surveys, vocational or career aptitude and interest inventories, high school or postsecondary transcripts, specialized certificates or licenses, educational histories, and other measures of performance.