Assessment Advisory Committee

September 17, 2021

California Community Colleges

Zoom Logistics
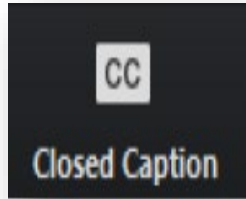
 Click the Closed Caption (CC) tab to read live captions

 There will be opportunities for public comment

Agenda

9:00 – 10:15 AM

ROLL CALL

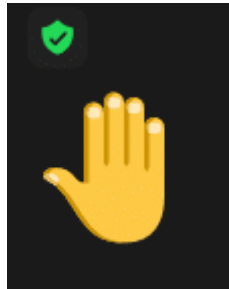**ITEM 2.1: COMMITTEE PURPOSE (Dr. Aisha Lowe)**

This item provides the Assessment Advisory Committee with an orientation to the charter, membership, roles and responsibilities of the committee.

ITEM 2.2: BAGLEY-KEENE OPEN MEETING ACT Orientation (Office of General Counsel, Fermin Vilegas)

This item provides the Assessment Advisory Committee with an overview of requirements set forth in the Bagley-Keene Open Meeting Act.

ITEM 2.3: AB 705 ESL IMPLEMENTATION (Dr. Aisha Lowe)

This item provides the Assessment Advisory Committee with an overview of AB 705 English as a Second Language (ESL) implementation to date and the role of assessments and the committee's work in that implementation.

PUBLIC COMMENT

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Agenda

10:15 AM – 3:40 PM

ITEM 2.4: Psychometric Training (Dr. Johnson and Dr. Oliveri)
This Item provides the Assessment Advisory Committee with a Psychometric training which will cover the following topics: Introduction & Application Overview and Process, Validity Overview and evidence, Fairness Overview & Evidence, Reliability Overview & Evidence, and Approval Decisions.

Questions and Next Steps

- Lunch: 11:15 am – 12:00 pm
- Break (15 minutes): about 2:00 pm
- Break (10 minutes): 3:15 – 3:25 pm

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Agenda

3:40 – 4:00 PM

ITEM 3.1: MEETING SCHEDULE (Dr. Aisha Lowe)
This item requests the Assessment Advisory Committee determine and approve a meeting schedule for the duration of the academic year.

PUBLIC COMMENT

PUBLIC FORUM

ADJOURNMENT

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Agenda

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PUBLIC COMMENT

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Bagley-Keene Orientation

Office of General Counsel, Fermin Vilegas

AB 705 ESL Implementation

Dr. Aisha Lowe

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Equitable Placement and Completion

Goal: Maximize student success

Policy Reform: Stipulates the time to enrollment & completion; what information can be used for placement; and the standard of proof for any below transfer-level (BTL) placements

Implementation: Research to establish standards & best practices; Required adoption plans with a two-year innovation window; Required validation of practices; Enforcement of the law; Continued evaluation and improvement

AB 705 is a historic reform to dismantle structural racism and classism barriers.

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Legislation and Regulations
English as a Second Language (ESL)

- Instruction in credit English as a Second Language (ESL) is distinct from remediation in English.

- Students enrolled in ESL coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English, or require both.

- ESL students with a goal of transfer to a four-year institution or an associate degree should enter and complete a transfer-level English composition course or an ESL course equivalent to transfer-level English within a three-year timeframe of declaring a transfer- or degree-seeking goal.

- Credit ESL placement methods should minimize disproportionate impacts on students.

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Legislation and Regulations
English as a Second Language (ESL)

- Placement methods shall be designed to maximize the probability that transfer- or degree-seeking students enrolled in credit ESL will enter and complete a transfer-level English composition or an equivalent ESL course within a three-year timeframe.

- Students who have completed a United States high school diploma or the equivalent shall be placed according to the English guidelines in 55522, which requires use of high school data for placement (high school coursework, high school grades, or GPA) and allows guided or self-placement only when high school information is not available.

- When using an ESL assessment test for placement into credit ESL coursework, it must be used with one or more other measures to comprise multiple measures.

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Legislation and Regulations
English as a Second Language (ESL)

Colleges or districts that receive funding from the Student Equity and Achievement Program shall:

- Inform students of their rights to access transfer-level coursework in English or in credit academic ESL and of the multiple measures placement policies or other college placement processes including the availability of challenge processes.
- Include information about the student's course placement options in the college catalog, in orientation and advisement materials, on the college's website, and in any written communication by counseling services.
- Annually report to the Chancellor's Office the college's placement results and publicly post the college's placement results.

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Legislation and Regulations
English as a Second Language (ESL)

- The Chancellor's Office will annually update a list of approved assessment tests and instruments for use in placing students in credit ESL.

- Each community college district utilizing approved assessment tests or instruments shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test.

- District placement methods were reported to the Chancellor's Office in the AB 705 ESL Adoption Plans July 1, 2021 (extended from 2020).

- Within two years of the adoption of a district placement method, the district shall report to the Chancellor on the method's efficacy (2023).

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Implementation Progress

October 2017	Legislation Signed
March/July 2018	Default Placement Rules Established
March 2019	English and Math Regulations Approved
July 2019	English and Math Adoption Plans Submitted
Fall 2019	Implementation Deadline for English and Math
March 2020	**ESL Regulations Approved**
Spring 2020	**ESL Adoption Plan Deadline extended to July 1, 2021 for Fall 2021 Implementation**
Spring 2020	**ESL Implementation Work Group Goal Setting**
Spring 2020	Equitable Placement Toolkit Published

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Implementation Progress

Spring 2021	**Transfer Level Gateway Completion Dashboard Created**
Spring 2021	English and Math Validation of Practices Data Collected
Spring 2021	**ESL Data Analysis and Research**
July 1, 2021	**ESL Adoption Plans Due**
July 9, 2021	**AB 1805 Data Templates Due**
Summer 2021	English and Math Validation of Practices Analysis
Summer 2021	**Assessment Advisory Committee Re-established**

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ESL 2021-2022 Priority Milestones

- Review ESL adoption plans and support implementation
- Convene Assessment Committee and evaluate ESL assessments
- Continue ESL data analysis and research
- Develop ESL Equitable Placement Toolkit
- Provide professional development to support implementation and student performance

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THE PUBLIC COMMENT PERIOD FOR ITEMS 2.1, 2.2 or 2.3 IS NOW OPEN.

Members of the public wishing to comment on these items may do so now using one of the following methods:

1. Submission **verbally on the Zoom platform:** Use the Raise Hand feature if you wish to make a verbal public comment. A Chancellor's Office employee will announce your name and grant you the ability to speak. At that time, you are requested to unmute your microphone, identify yourself and the item you wish to comment on, and present your public comment.

-or-

2. Submission by **Q&A on the Zoom platform:** Please identify the item number you are commenting on. You can identify yourself based on the name you used to join the webinar or you may select the "Send Anonymously" option in the Q&A form if you wish to remain anonymous. A Chancellor's Office employee will read your comment to the Working Group.

All comments will be limited to three minutes.

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THE MEETING IS PAUSED.

Members of the **Assessment Advisory Committee** are on a break.

The meeting is paused and will resume shortly.

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THE PUBLIC COMMENT PERIOD FOR ITEM 2.4 IS NOW OPEN.

Members of the public wishing to comment on these items may do so now using one of the following methods:

1. Submission **verbally on the Zoom platform:** Use the Raise Hand feature if you wish to make a verbal public comment. A Chancellor's Office employee will announce your name and grant you the ability to speak. At that time, you are requested to unmute your microphone, identify yourself and the item you wish to comment on, and present your public comment.

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All comments will be limited to three minutes.

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THE PUBLIC FORUM IS NOW OPEN.

Members of the public wishing to comment on specific items or matters not on the agenda may do so now using one of the following methods:

1. Submission **verbally on the Zoom platform:** Use the Raise Hand feature if you wish to make a verbal public comment. A Chancellor's Office employee will announce your name and grant you the ability to speak. At that time, you are requested to unmute your microphone, identify yourself, indicate the item you wish to comment on or "Public Forum" for items not on the agenda, and present your public comment.

-or-

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Appendix

Legislation and Regulations
AB 705 English & Math

- Requires colleges <u>maximize probability</u> that a student enters and completes transfer-level coursework in English and math within a one-year timeframe.

- Students can also only be placed below transfer-level if highly unlikely to succeed in the transfer-level course.

- Requires use of high school data for placement (high school coursework, high school grades, or HS GPA).

- Allows guided or self-placement when HS information is not available.

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Legislation and Regulations
AB 705 English & Math

- For students with a goal of transfer to a four-year institution, earning a certificate or a local associate degree, increase the number of students who enter and complete transfer-level English and mathematics (or quantitative reasoning) within one-year (including ESL U.S. high school graduates).

- Minimize disproportionate impacts on students caused by traditional placement practices.

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Legislation and Regulations
AB 1805

As a condition of receiving Student Equity and Achievement Program funds, CCCs shall:

- Inform students of their rights to access transfer-level coursework.

- Annually report to the CO the college's placement policies and results.

- Publicly post placement results disaggregated by race and ethnicity.

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Student outcomes have improved across all metrics

- When students are placed equitably their path to completion is expedited and persistent opportunity gaps are diminished.

- More students are taking and completing gateway math and English.
  - ➢No matter their high school performance
  - ➢Across all subgroups

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Equitable placement is a VfS and GP strategy

Vision for Success

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease unit obtainment for a degree
4. Increase employment for CTE students
5. Reduce and erase equity gaps
6. Reduce regional gaps

When students are placed equitably

their path to completion is expedited and persistent opportunity gaps are diminished.
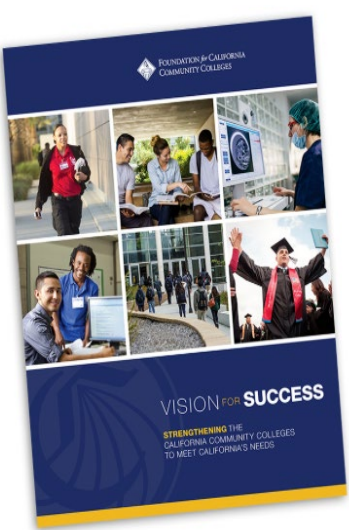
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Guided Pathways Pillar 4: Ensure Learning

Placement & Enrollment → Learning Journey → Assessment & Evaluation → Improvement & Innovation

From Compliance to Continuous Improvement

Access
- Comprehensively informing students
- Data-driven advising
- Defaulting to transfer-level placement

Enrollment
- Ensuring students enroll in gateway courses (not simply giving them the option to)

Performance
- Investing in concurrent support
- Ensuring equity in classroom curriculum and pedagogy

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Key Metrics Across the Research

- **Access-** Direct placement into transfer-level English or math courses.

- **Throughput-** The percentage of students who successfully complete the transfer-level gateway course within a specified timeframe from their first enrollment in either English or math (transfer level or below transfer level).

- **Success-** The number or percent of students who successfully complete the transfer level course in one-term (C or better).

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Key Terms

- **Gateway Course:** A transfer-level course or degree-applicable course appropriate to a students' educational goal

- **Pre-Gateway Course:** A pre-transfer-level or pre-degree-level course appropriate to a students' educational goal

- **Throughput:** The percentage of students who successfully complete the gateway course within a specified timeframe from their first enrollment in either English or math (one year)

- **Maximizing Throughput:** To determine if throughput has been maximized, students whose first course enrollment in the discipline is *below the gateway course* are compared to students in the same high school GPA band and with the same educational goal who started directly *in the gateway course*. If students enrolled *below the gateway course* exhibit equal or higher completion of the gateway course in one year than similar students enrolled *in the gateway course*, throughput has been maximized.

- **Student Groupings**: Colleges were asked to report enrollment based on various student groupings including: students' educational goal (degree or transfer), high school GPA band (as defined using the default placement rules), and based on the three reporting tabs in the template (all enrollment below the gateway course, placement below the gateway course using a local model, and placement using guided or self-placement).

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Key Terms

- **Local Throughput Rate:** The college's gateway course completion rate

- **Local Throughput Rate Comparison:** The college's pre-gateway course completion rate is compared to the college's gateway course completion rate (used when enrollment in the gateway course is 20 students or more). If the college's pre-gateway course completion rate is equal to or higher than the college's gateway course completion rate, throughput is maximized.

- **Statewide Throughput Rate:** The statewide gateway course completion rate

- **Statewide Throughput Rate Comparison:** The college's pre-gateway course completion rate is compared to the statewide gateway course completion rate (used when enrollment in the gateway course is less than 20 students). If the college's pre-gateway course completion rate is equal to or higher than the statewide gateway course completion rate, throughput is maximized.

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