



A Single Assessment for All



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2015 ASCCC Fall Plenary Session

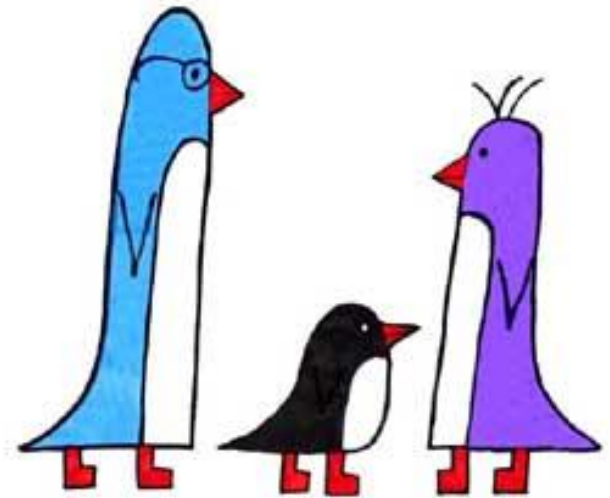
Overview



- What is the Common Assessment?
- Why Create a Common Assessment?
- The Common Assessment Initiative
- Assessment Competencies
- Multiple Measures
- Next Steps
- Questions Still to be Answered

Where We Are Now

- Every college assesses incoming students to determine which math and English course they should be taking.
- If a student leaves their first college without taking math and/or English, they often go through the assessment process again.
- Does this make sense for students?



Everyone's Different

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Student Success Task Force

The Student Success Task Force looked at assessment, they found the current assessment structure to be inefficient for students and proposed recommendation 2.1:

Community colleges will develop and implement a common centralized assessment for English reading and writing, mathematics, and ESL that can provide diagnostic information to inform curriculum development and student placement and that, over time, will be aligned with the K-12 Common Core State Standards (CCSS) and assessments.

Improving Student Success in
California Community Colleges

CALIFORNIA COMMUNITY COLLEGES

STUDENT
SUCCESS
INITIATIVE



SB 1456

While you may be happy with your current assessment, your college must use the common assessment to receive SSSP funding (once available)

The requirement that any district or college receiving funding pursuant to this section agree to implement this article, implement the board of governors' system of common assessment, if using an assessment instrument for placement, and implement the board of governors' accountability scorecard, pursuant to Section 84754.5, when established during the period in which it receives that funding.



Goals of CAI

- To develop a comprehensive, common assessment system that will:
 - align to state legislation
 - reduce unnecessary remediation
 - provide statewide efficiencies
 - effectively support faculty and staff to ensure accurate student placement, resulting in more successful student outcomes



CAI Objectives

- A fully adaptive test that covers
 - Math
 - English
 - English as a second language (ESL)
- A Validated Collection of Multiple Measures Available to Colleges
- Assessment Preparation (EPI/OEI)
- Professional Development
- Integrate data across the system

Assessment Competencies



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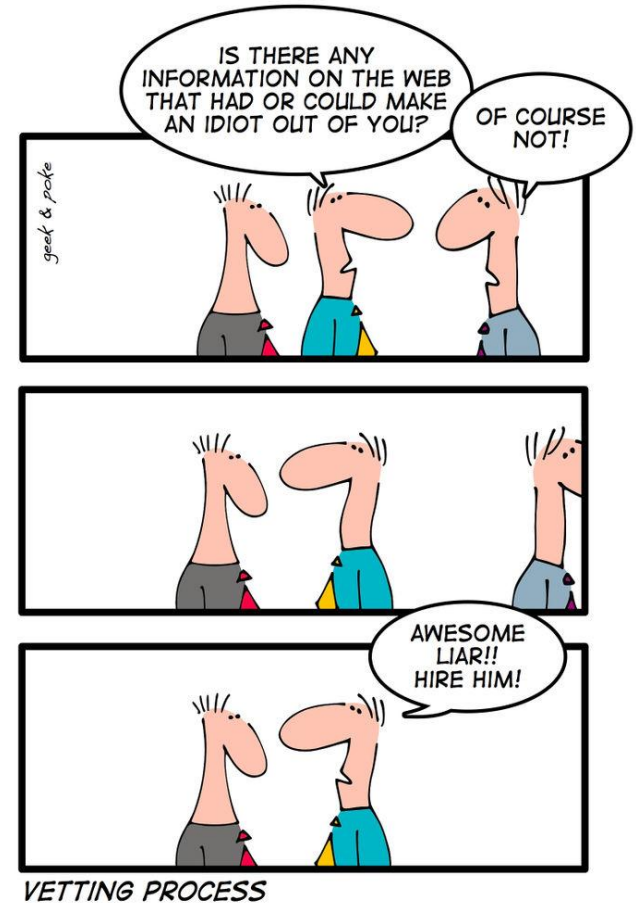
- Workgroups in math, English, and ESL began meeting over the summer to determine the skills necessary for students to take college level math and English.
- The Assessment Competencies were developed using:
 - CB 21 Rubrics
 - Common Core Standards
 - ESL Test Specifications
 - Smarter Balanced Assessments

Assessment Competencies (2)

- The competencies are designed to assess skills from basic skills courses.
 - Math: 4 Levels Below Transfer
 - English: 4 Levels Below Transfer
 - ESL: 8 Levels Below Transfer
- The competencies do not distinguish between credit and noncredit
- The competencies do not correspond to specific course levels. They simply include skills covered in those levels.

Vetting of Competencies

- The vetting of the math, English, and ESL competencies is available until November 16.
- The competencies and vetting survey can be found at <http://cccassess.org>.
- If your math, reading, English, and ESL faculty have not reviewed these yet, have them look at them ASAP.



What About Locally Developed Tests?

- What if a college already has an assessment test that is validated and is working?
- The CAI Steering Committee has discussed incorporating locally developed content and there are a couple of different possibilities
 - A college can submit a RFP to be a test content developer
 - A college can submit their content to be include in the item banks used for the Common Assessment
 - A college can add additional content as a locally developed multiple measure.

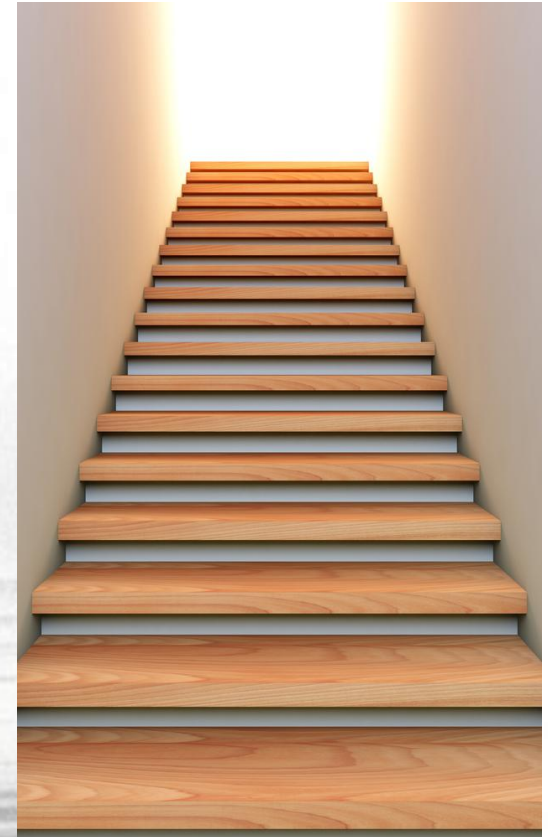
Multiple Measures



- Is there data that could be combined with the new Common Assessment to more effectively place students?
- The Multiple Measures Assessment Project is looking at different types of data to evaluate how effectively student success can be predicted.
- Possible data include:
 - High School GPA
 - Highest Level Math and English in High School
 - Years Since Completing High School
 - Scores on Smarter Balanced Assessments
- The RP Group and the CAI Multiple Measures Workgroup are investigating different measures that could assist colleges with student placement

Next Steps

- Draft and Release of Request for Proposal (RFP) ~ December 1
- Vendor review and selection – January 2015
- Pilot Phase – Fall 2015
- Launch and Implementation Phase – Spring 2016 for Fall 2016 Placement
- Support Phase
- Professional Development



Pilot Colleges

- Bakersfield College
- Butte College
- Chaffey College
- DeAnza College
- Delta College
- Diablo Valley College
- Fresno City College
- Rio Hondo College
- Sacramento City College
- Saddleback College
- Santa Monica College
- West Los Angeles College

Pilot Phase

- Two components
 - Test
 - Data collection and Validation
 - Technology/Platform
 - Student information system interface
- Professional Development
- Iterative process



Professional Development



- User types
 - IT/Software interface
 - Assessment Center staff
 - Faculty
- Local control factors
- Saddleback College as project lead
- PD Advisory Committee over all three initiatives with ASCCC in lead role

Questions CAI Is Still Working On

- Should the common assessment include a writing sample? If yes, should it be mandatory? Can an essay be machine scored?
- Will students be required to take the entire assessment?
- Will ESL be a separate test or will it be integrated into the English Test?
- How will locally developed multiple measures be validated?

Questions

