



INTERSEGMENTAL COMMITTEE OF ACADEMIC SENATES

ICAS Videoconference Minutes

May 29, 2019

<http://icas-ca.org/>

In Attendance:

California State University Senate: Catherine Nelson – Chair; Robert Keith Collins – Vice Chair; Romey Sabalius – Faculty Trustee; Thomas Norman – Secretary; Praveen Soni – Member-at-Large

California Community College Senate: John Stankas – President; Dolores Davison – Vice President; Craig Rutan – Secretary; Virginia May – Treasurer; Silvester Henderson – At-Large Representative; Cheryl Aschenbach – North Representative

University of California Senate: Kum-Kum Bhavnani – Vice Chair; Anne Zanzucchi – UCEP Chair (videoconference); Darlene Francis – UCOPE Chair; Eddie Comeaux – BOARS Chair

Staff: Krystinne Mica – CCC Senate; Hillary Baxter – UC Senate; Brenda Abrams – UC Senate

I. The Smarter Balanced Assessment

- *Linda Darling-Hammond, President, State Board of Education*
- *Karen Stapf-Walters, Executive Director, State Board of Education*
- *Michal Kurlaender, Associate Professor, School of Education, UCD*

President Hammond explained that the Smarter Balanced Assessment (SBA) is designed to support college readiness and its predictive validity for success is being examined. It is being used in the CCCs for placement. There is a broad national effort to design new approaches to admissions. The SBA provides more information than other tests and signals to the K-12 field what students should be learning. The SBA began after the Common Core standards and Next Generation Science standards were adopted by the state in 2010. The SBA measures more higher-order skills than existing assessments, is integrated across several subject areas, and is different from what is done in multiple choice exams. It was also noted that SBA offers state of the art accessibility for students with disabilities, translation for multilingual students, and it is free to all students. UC manages the SBA and California, the largest state in the consortium, has had significant influence over the Assessment.

Associate Professor Kurlaender has prepared a short primer for individuals in higher education about K-12 standards and assessments. In 2014, California linked the 11th grade SBA to higher education and students receive information about the courses they can take in 12th grade to address developmental needs to improve readiness. Professor Kurlaender has been able to link postsecondary and K-12 data systems in her research for the state on college and career readiness. The analysis matches data from 11th graders' 2014-2015 SBA scores to data from 2016-2017 freshman at CSU and UC (a report on CCC students is available at the [Policy Analysis for California Education website](#)). The professor's analysis indicates that the SBA measures up well against the SAT and high school grade point average (GPA) as a predictor for first year college grades and persistence.

High school GPA is the best predictor of first year GPA for CSU students and the correlations between GPA and the SAT or the SBA are essentially identical. For UC, the SAT is the best predictor and the correlations between GPA and the two exams are again the same. The SBA does as good a job as the SAT of predicting first year college GPA. For CSU and UC, the three inputs are not good at predicting second year persistence. In terms of equity implications for admissions, the combined SBA and GPA is a better predictor than the SAT and GPA of first year college GPA for both CSU and UC students from underrepresented minority groups (URMs). Overall, the SBA scores are no worse or better than SAT

scores in predicting first year GPA and persistence, and at UC the SAT is only a slightly better predictor than the SBA. The combination of the SBA and GPA yields the most socioeconomically and racially diverse applicant pool to UC and CSU. High school teachers have expressed support for UC's adoption of the SBA for admissions because it matters for accountability for K-12 schools.

Discussion: The point was made that barriers for URM students should be factored into the results of the assessments, but the SBA and SAT do not tease out differences related to disparities. The data on Native American students is aggregated with other groups and, since California has the largest number of Native American students in the nation, a focus on this group in future analyses would be valuable. The SBA is intended to look like classroom activities students are engaged in whereas the SAT is abstract. The most advantaged will always be advantaged by the SAT because of how items on the SAT are selected and because wealthier students can pay for test preparation and take the SAT multiple times. President Hammond believes the SBA should be an available option for college applicants.

II. Equity and Predictive Validity in College Admissions

- *Saul Geiser, Research Associate, Center for Studies in Higher Education, UCB*

Associate Geiser shared background information about UC admissions including the impact of Proposition 209 which barred the use of race. This resulted in admissions of URM students dropping by half at UCB and UCLA. High school GPA is the best predictor of variance in first year grades at UC and higher GPAs in college preparatory subjects are the best predictor of student performance at UC. The SAT subject tests were found to be better predictors when combined with GPA. This information gave UC's administration and the Board of Admissions and Relations with Schools (BOARS) the ability to consider the desirable properties of achievement tests. The properties include better alignment with K-12 standards, minimizing test preparation and a signaling effect for URM students. BOARS' 2002 policy on admissions testing led to the use of achievement tests instead of norm-referenced tests. The SAT and ACT made several changes in response to UC, including the addition of Writing tests.

Variance in SAT and ACT scores is much more sensitive to social background factors like parental education, income and race/ethnicity. These factors have an impact on mediating experiences such as test preparation. The impact of family income has grown since the early 2000s. Additionally, there has been a growing correlation between race and test scores over the past twenty years. SAT and ACT scores consistently disfavor students who were unable to prepare extensively.

III. Consent Calendar

Action: The April 5, 2019 meeting minutes were approved.

IV. Announcements and Updates

- *Catherine Nelson, Chair, CSU Senate*
- *Kum-Kum Bhavnani, ICAS Chair, UC Senate Vice Chair*
- *John Stanskas, President, CCC Senate*

Chair Nelson reported that several recent resolutions related to the importance of race and ethnicity in the CSU community were approved. The first resolution was on the statewide Ethnic Studies Task Force Report and called for the statewide and campus senates to review the recommendations on curricula. The second resolution was about creating a more welcoming environment for black students, faculty and staff. The third resolution was a recommendation for an interrupting racism workshop at the September

plenary. All three resolutions focus on the impacts of racism on the system. Two resolutions on the General Education Task Force report, one in support and one in opposition, have failed. The CSU's leadership elections have been completed and Chair Nelson and Vice Chair Collins have both been re-elected to their respective positions. Two nominees for Faculty Trustee are being considered by the governor and the appointment will be announced before July 1st.

Vice Chair Bhavnani reported that Dignity Health and UCSF were discussing an affiliation which faced substantial opposition and UCSF has just announced that it will not pursue this partnership. The publisher Elsevier continues to discuss open access with UC's negotiating team and Elsevier journals are still accessible to faculty. These discussions focus on cost neutral options for open access. The Academic Council's Standardized Testing Task Force continues to study the landscape and is not at a point to make any decisions. Nine of the ten divisional senates have voted in favor of a memorial to divest from fossil fuel and the next step is a vote by the Assembly.

President Stankas shared that politics in Sacramento impact the CCCs differently than the CSUs and UC. The funding formula for the system continues to be problematic and budget projections have decreased since the beginning of the year. The system had its 50th anniversary plenary event in April. Work on the four Strong Workforce Program requirements continues. Work on faculty diversification has included developing awareness and a common understanding of where the CCCs are as a system and this effort will carry over to next year. Implementation of Assembly Bill 705 will begin at all 114 colleges in fall 2019 and there is an effort to prepare campuses to be more responsive and nimble about the collection of data and about making changes in response to data. The system has data which indicates that the placement mechanisms are not predictive of student success and adjustments have been made based on data on particular groups of students.

The Senate continues to work on a guided pathway and framework for evaluating the experience of college at CCCs through the student perspective. This will have some impact on the way students are counseled through the transfer process, which will hopefully lead to more transfers. The faculty association of the CCCs and one of the major unions have passed votes of no confidence in the Chancellors Office. Another vote of no confidence was about the funding formula for the Online College. President Stankas reported that the Chancellors Office asked the CCC Senate to opine AB 1460 and the CCCAS has declined.

V. The SAT

- *Stephen Handel, Executive Director, Community College Initiatives, The College Board*

The SAT was transformed in 2016 to be more aligned with California's standards to reflect what students learn in high school. The redesigned Test involves more writing and is a more integrated assessment that aids K-12 schools with accountability. UC campuses participated in a systemwide validity study and the analysis found that the various measures UC uses should be used in combination, and results of a national study shall be released soon. Chief Executive Officer David Coleman was concerned about the focus on costly test preparation so the College Board worked with Khan Academy to create free online personalized preparation and data shows that gains are being made as a result.

In the media, the SAT's new Environmental Context Dashboard (ECD) has been referred to as the adversity score. The dashboard is based on research from the University of Michigan and other institutions and was developed to help shine a light on students who have demonstrated resourcefulness to overcome challenges. The dashboard does not change the SAT score and it is not attached to individual

students or take into account individual characteristics. Private and public universities have been using data like this for years but the use of the term “adversity” has angered many people. More work could be done to help high school students identify colleges they would not have considered otherwise and more can be done to appropriately place students and help them plan ahead.

Discussion: Asked by members about the SBA, Director Handel stated that it is a good assessment and it is helpful to have as much information as possible about students in a holistic admissions environment. The SAT and SBA should not be in competition with each other. One member suggested that the SAT with the ECD will provide more information than the SBA. Director Handel made the point that it will be challenging to increase diversity without increased capacity at UC. In response to concerns that there is too much testing, the director ponders what would replace standardized assessments.

VI. IGETC Standards Document

The IGETC Standards Document was on the agenda for a second read and approval by the committee.

Action: Members voted to approve the revised IGETC Standards Document.

VII. Definition of Diversity

Members are invited to provide additional feedback to Vice Chair Collins on the draft definition.

Discussion: Members considered the tone of the document and whether the Master Plan should be referenced. One recommendation is to produce a document that endures over time.

Action: The suggested changes will be added and the document will be discussed further in the fall.

VIII. Updating ICAS Reports

Each segment was asked to identify two people who could update the ICAS Statement on Competencies in Languages other than English and provide their contact information to the analyst.

UCEP Chair Zanzucchi has reviewed the 2002 Academic Literacy statement and highlighted issues that may deserve attention. The bulk of the report focuses on analytical reading and writing, and asserts that analytical thinking can be taught. Another issue is on who is responsible for academic literacy. Since the report was issued, national conversations about academic literacy as well as multilingual language learners have evolved and the Common Core Standards have been implemented as of 2010. When thinking about academic literacy in 2020, the use of multimedia is a factor. Members should also give thought to the aspects of literacy that a revised report might influence.

Discussion: The CCC and CSU faculty who can work on the Statement on Competencies in Languages other than English have been identified, and Chair May will be asked to identify UC faculty. The use of technology will likely increase, so a focus on this in an updated Academic Literacy Statement would be important. It was noted that more opportunities to recognize writing abilities in different languages are needed. One suggestion is to redefine what is meant by “academic literacy” and to explore the impact of technology and multilingualism on the skills students may need and upon what is taught and how. With the increased use of online courses, CCC faculty are seeing new and different literacy challenges. Many issues raised in the report seem to persist today.

Should ICAS revise the Academic Literacy Statement, it could be disseminated to high schools in California as a resource for advisors. This type of joint statement can be a valuable example of agreement on fundamental skills and shared values across the segments. The commitment of faculty to ensuring that students acquire baseline competencies should be underscored. Since issues in the 2002 report continue to resonate, Vice Chair Bhavnani suggested that a few ICAS members could prepare an addendum discussing the issues raised today. Members Davison, Francis, Norman and Rutan may be willing to work on this update with Chair Zanzucchi, who was roundly thanked for her work.

IX. Memo to CSU and UC Faculty Involved with Articulation

The 2011 memo to CSU and UC faculty and administrators involved with articulation of CCC courses has been edited and the committee is asked to identify additional changes.

Discussion: Members discussed the tone of the memo and suggested various changes. Further revisions will be made by each segment with the goal of finalizing it by mid-June.

X. ICAS 2019-2020 Meeting Schedule

President Stankas has proposed five meeting dates for next year's schedule and commented that it would be possible for ICAS to meet at various CCC campuses.

Discussion: Several of the proposed dates will not work for CSU representatives. This item was tabled and the schedule will be handled over email.

XI. Working with Incarcerated Students

The UC Senate would like to explore opportunities to work with incarcerated students, which may present opportunities for intersegmental coordination. The analyst indicated that this topic can be postponed.

XII. Intellectual Property

The analyst described a forthcoming statement from the UC Senate on infringements on faculty intellectual property which calls for a systemwide, top down approach. The CSU Senate has already endorsed a similar resolution. Perhaps General Counsel at each segment could be encouraged to collaborate on finding efficient solutions.

Discussion: A member agreed that the current burden on faculty to submit take down notices to the websites is not insignificant and agrees that a systemwide approach should be explored. Language that faculty are encouraged to add to materials is not a guaranteed solution.

XIII. New Business

There was no New Business.

Videoconference adjourned at: 3:40 PM

Minutes prepared by: Brenda Abrams

Attest: Kum-Kum Bhavnani