Common Assessment Initiative (CAI)

Presentation at the CCLC Convention
November 20, 2015

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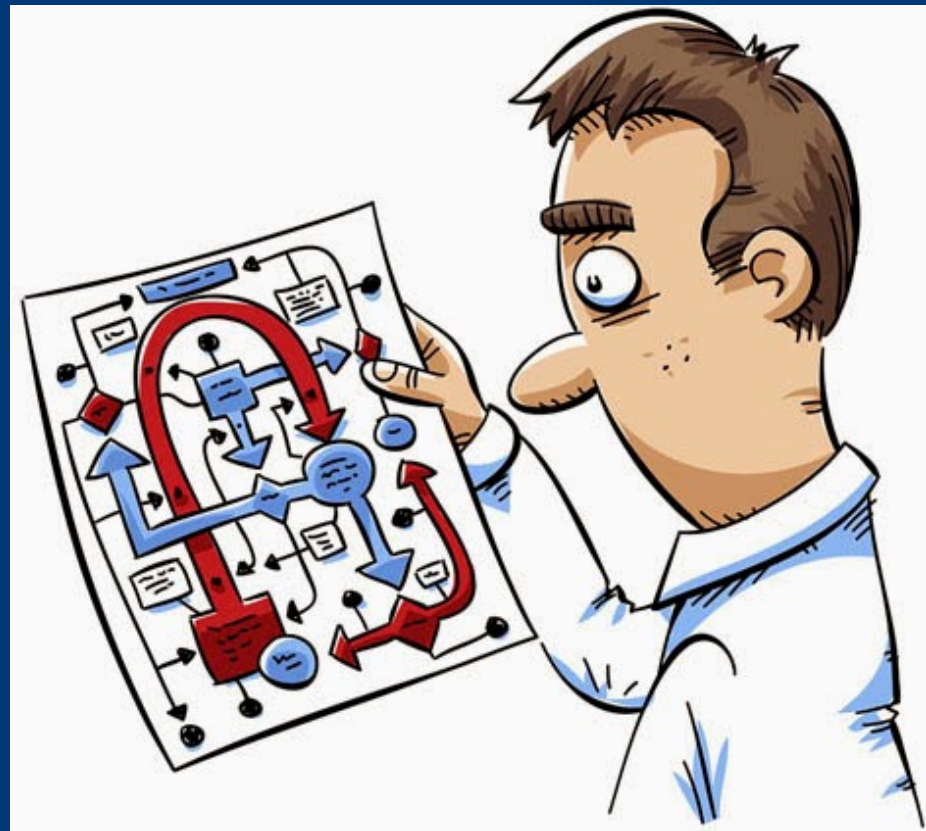
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Background

- Seymore-Campbell Matriculation, 1986
- Student Success Taskforce (SSTF)
- Student Success Act, 2012
- Student Success & Support Program (IEIP)
- AB 743 (2011), Common Assessment system

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Omar's Story

- Valley College
  - English
    - CPT, English 1A
  - Math
    - MDTP, Int. Algebra
- Bayview College
  - English
    - ACT, 2 levels below
  - Math
    - CPT, Elem. Algebra

CAI Overarching Goal

- Develop a comprehensive, common assessment *system* that:
  - aligns to state legislation
  - reduces unnecessary remediation
  - provides statewide efficiencies
  - effectively supports faculty and staff to ensure accurate student placement, resulting in more successful student outcomes

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Key Objectives

- A test that covers curricular areas of
  - Math
  - English
  - English as a second language (ESL)
- Adaptive at the Testlet level
- Accessibility as a primary consideration
- Multiple Measures
- Assessment Preparation (with EPI/OEI)

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Work to Date

- Launch initiative project website – January 2014
  - www.cccassess.org
- Establish Governance – March 2014
  - Stakeholder representation
- Environmental scan – May 2014
- Pilot College Application and Selection – May 2014
- Request For Information (RFI) – June 2014
- Work Group formation and meetings – June 2014

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Work Groups

- Math (includes above college-ready)
- English (includes Reading)
- ESL (includes Noncredit)
- Multiple Measures
- Professional Development
- Test Development Process
- Platform (User Interface, Reporting)

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Work to Date

- Competency Map Creation – Fall 2014
- Request for Proposal (RFP)
  - 5 Response Areas
  - Released to Field – December 5
  - Vendor Q&A Session – December 10
  - Responses Due – January 8
  - Response Review – January 13 & 14
  - Vendor Demos – January 29 & 30

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Work to Date

- Vendor Selection – February 9
  - Unicon, Inc. – software development
    - Platform
    - Administration

  - Link Systems, Inc. (LSI) – World Wide Test Bank
    - English
    - Math
    - ESL

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Pilot Colleges Selected

- 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

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Pilot Phase

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

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Professional Development

- User types
  - IT/Software interface
  - Assessment Center staff
  - Faculty including Counselors
  - Research
- Local control factors
- Saddleback College as project lead
- PD Advisory Committee – with EPI/OEI

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Timeline

- Fall 2015
  - Pilot Phase Begins (item quality, NCVs)

- Spring 2016
  - Field testing and test validation

- Fall 2016
  - Release and Implementation
  - Ongoing feedback and development

- Success!

Multiple Measures

- Follow-up on Non-cognitive measures
- Overlap with Multiple Measures Assessment Project (MMAP)
  - Currently convening
  - Pilot college overlap
- Research to come

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Louise Jaffe
Trustee, Santa Monica College

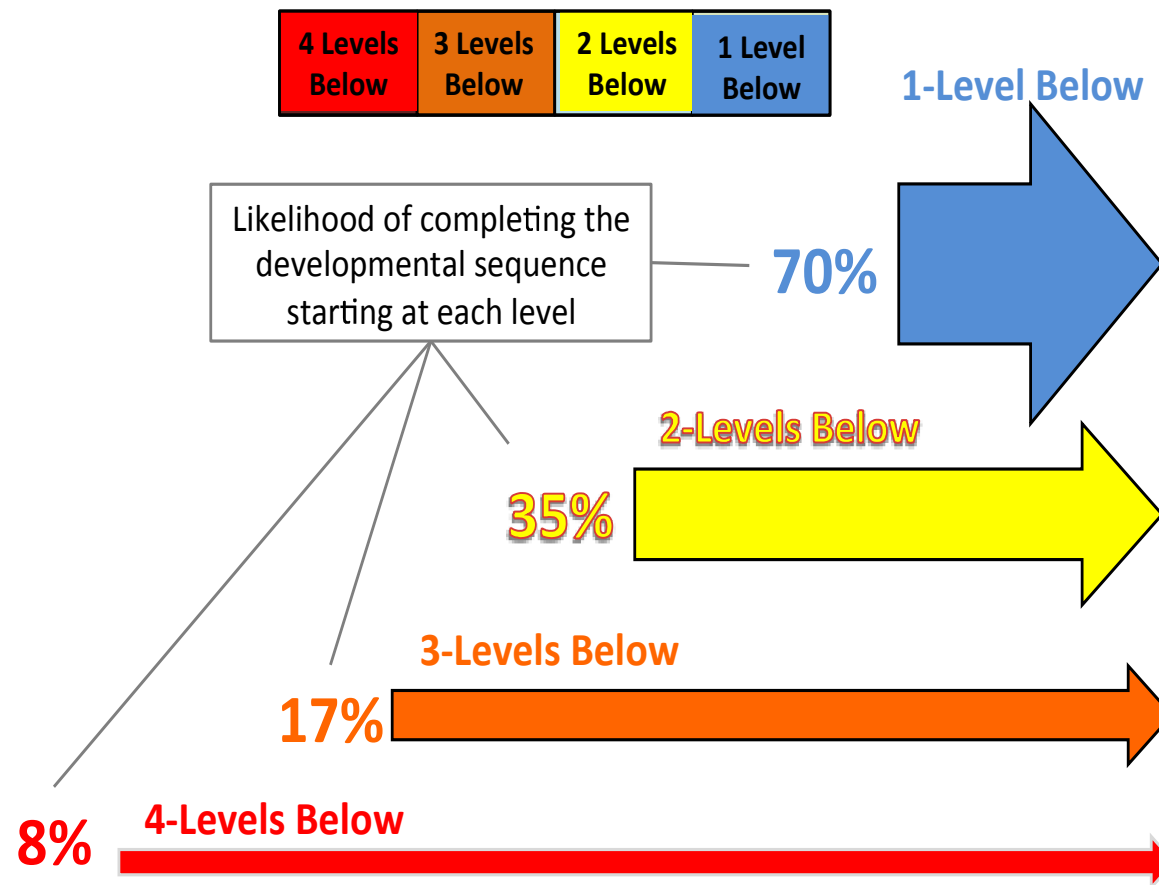Sonya Christian
President, Bakersfield College

Key Objectives!

- Common Assessments: Engish, ESL, Math
- Relate to Common Core and SBAC
- Common Portal
- Multiple Measures
- Data Warehouse
- Integrate with other initiatives

Purpose: best placement for student success

Placement Matters!

Likelihood of Completion Depends on Level of Unpreparedness

Community College Pre-College Level Remedial Math Sequer

WHY MULTIPLE MEASURES?

Standardized assessment tests used alone have surprisingly low predictive utility for:

- Course performance in discipline
- First-year GPA
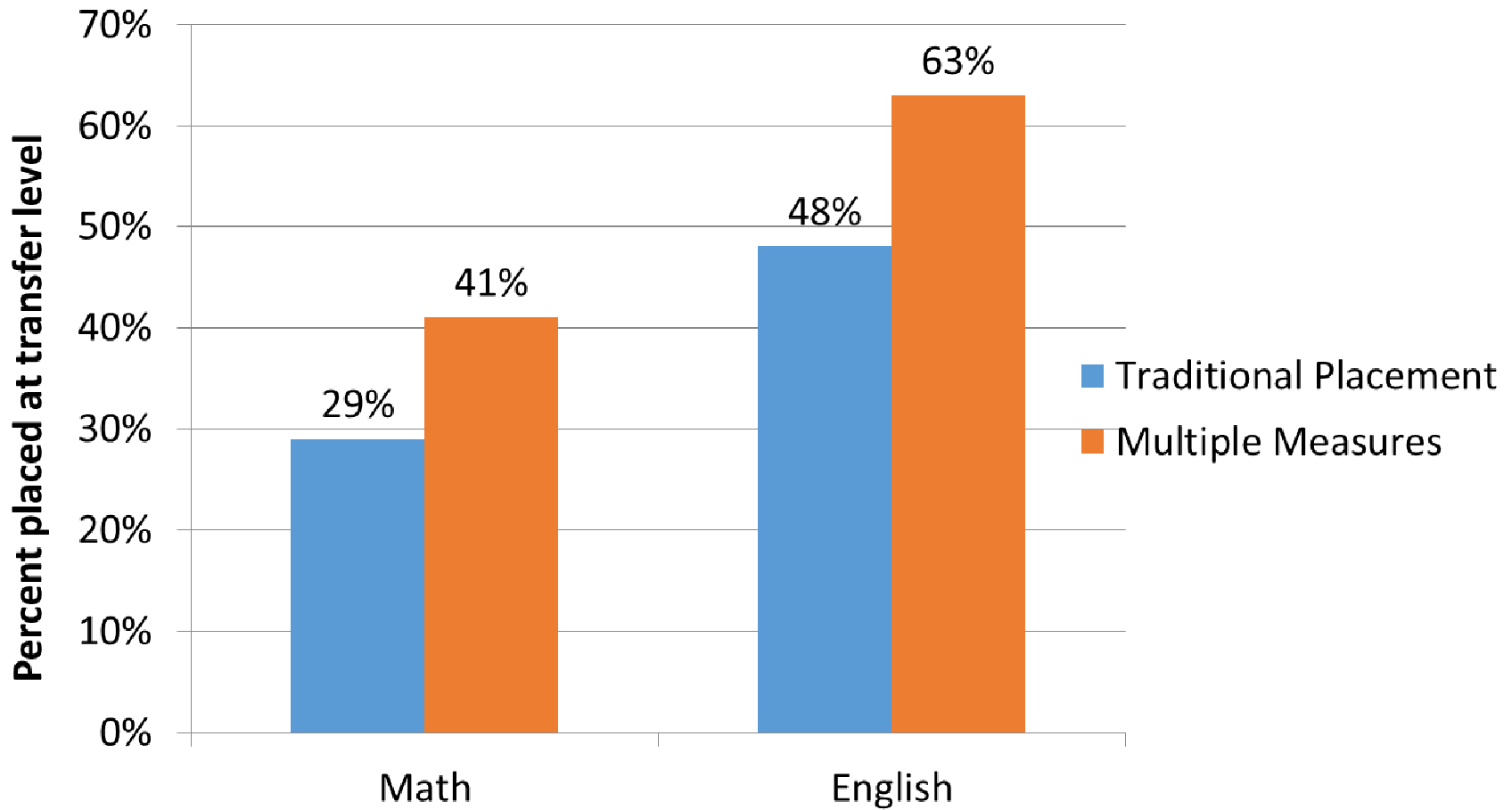- Degree completion

High school variables that predict college success

- English
  - **Cumulative HS GPA**
  - Grade in last HS English
    - C+ or better in AP English class
  - Score on English CST
  - Non-remedial status in HS English

- Math
  - **Cumulative HS GPA**
  - Enrollment and grades in Geometry, Algebra II, Trigonometry, Pre-calculus, Statistics, Calculus
  - Taking a more challenging CST
  - Score on math CST
  - Delay*

Sidebar: Why is HS GPA such a potent predictor?

- Methodological gold standard of assessment: triangulation to true score through assessment across methods, across various content domains, across evaluators, across time.

- GPA provides a summary of assessment across myriad assessment methods and content domains, across dozens of instructors, and across time.

Middle of road statewide projection of MMAP impact

THE RENEGADE JOURNEY

STAGE 1

Students test at BC and are placed by test scores only.

Prior and 2013

STAGE 4

English and Math grades considered for placement. Placement is based on a combination of grades and test scores.

2015

STAGE 2

Students test at high schools or BC and senior HS GPA and course grade are evaluated.

2014

STAGE 3

Junior year English and senior year Math grades evaluated in combination
With test score to determine placement

2016

Forces at play

CCRC Research
Clive R. Belfield; Peter M. Crosta

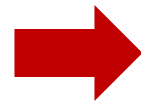Do High-Stakes Placement Exams Predict College Success?
Judith Scott-Clayton

RPGroup (2013). *Long Beach City College STEPS (Student Transcript-Enhanced Placement Project)*
John Hetts; Terrence Willet
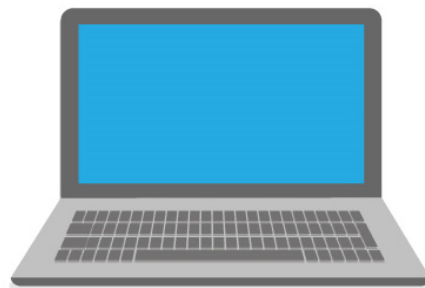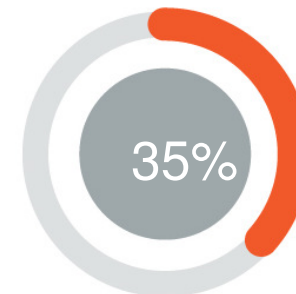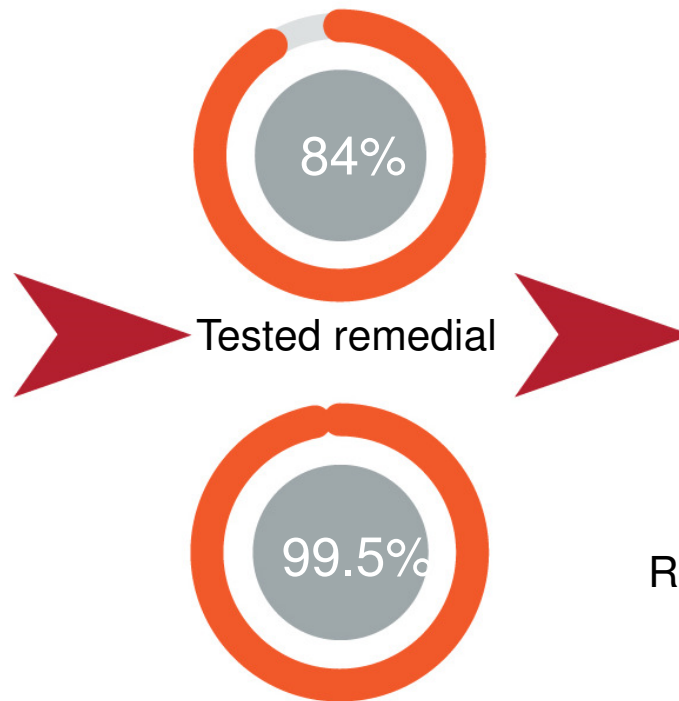
Bakersfield College Report
Peter Bahr

→ **BAKERSFIELD COLLEGE**

STAGE 1

Prior and 2013

Compass test at BC

84%
Tested remedial

99.5%
Placed by test score only

35%
Completion of Remedial / pre-collegiate course work

STAGE 2

2014

Compass test
at BC

84%

Test remedial

Improved placement
in transfer level
Math increased by 9% & English
by 3%

Report Card
A

High school senior
transcripts
evaluated

GPA > 3.0
one level up

361 semesters saved
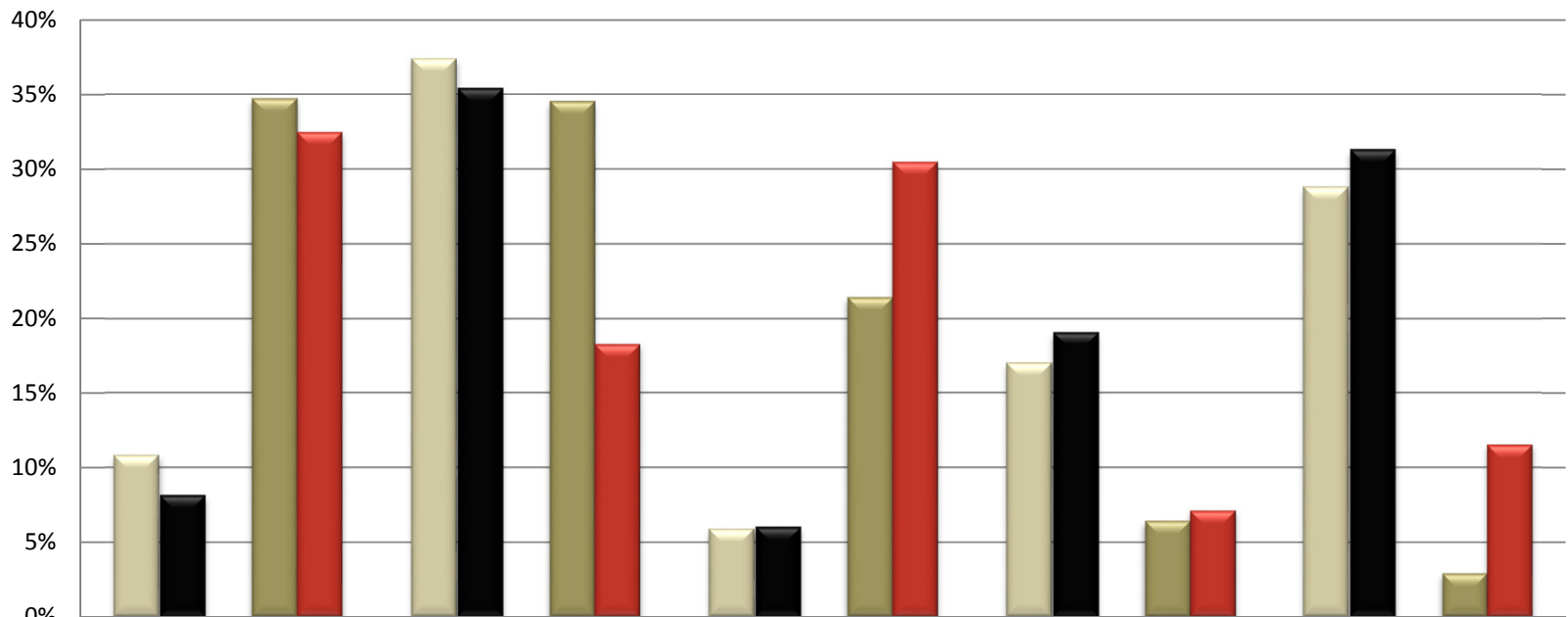199 semesters accelerate
199 higher placements

454 students
save 824 semesters
In this year

STAGE 1

**Placement Changes as a Result of Multiple Measures Implementation
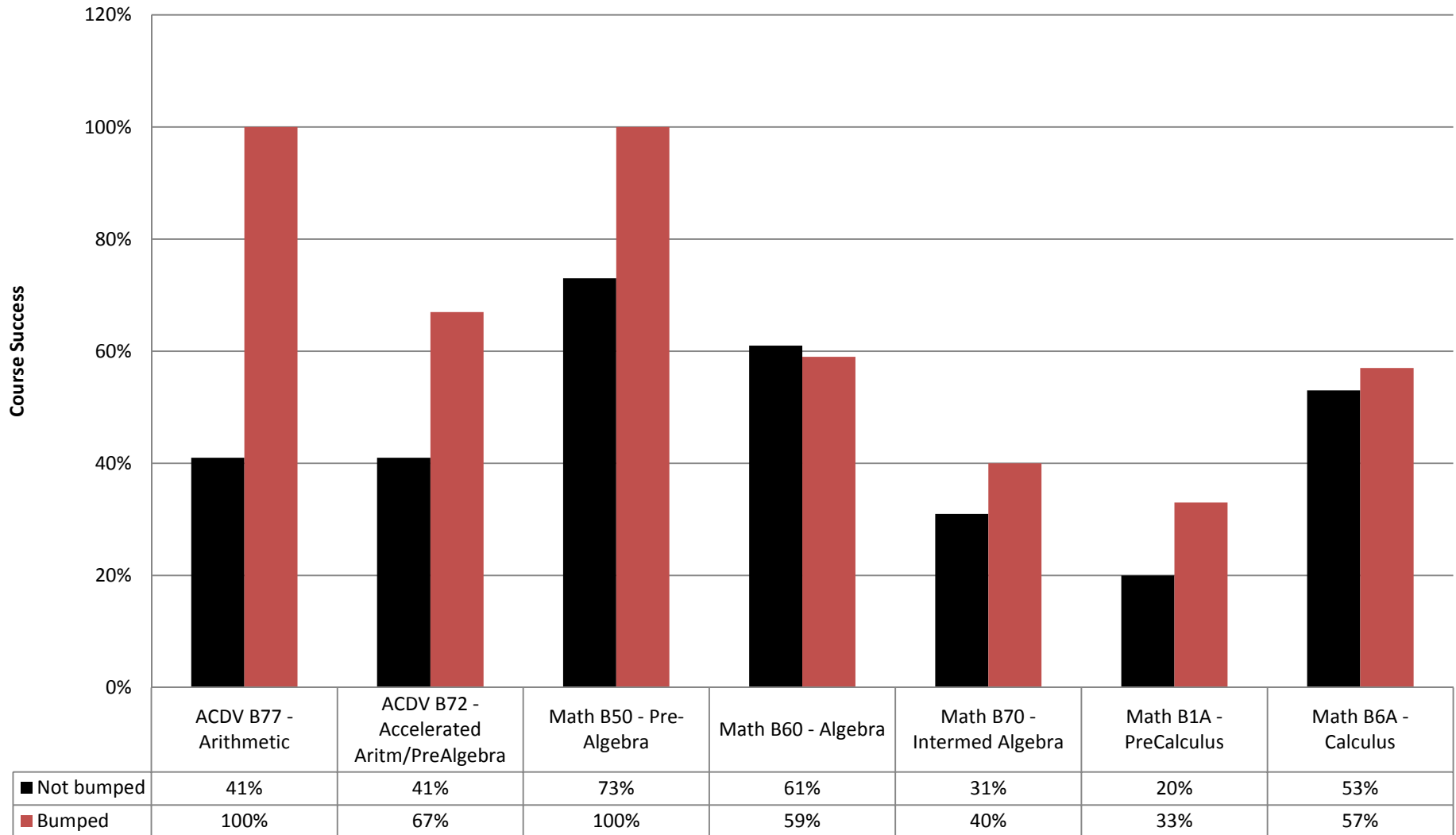2013 compared to 2014**

	below 4 levels	below three levels	below two levels	below one level	level Transfer
2013 Writing (n=2171)	11%	37%	6%	17%	29%
2014 Writing (n=2175)	8%	35%	6%	19%	31%
2013 Math (n=2581)	35%	35%	21%	6%	3%
2014 Math (n=2489)	33%	18%	30%	7%	12%

Percent Placed at transfer level and below for Math and Writing

MULTIPLE MEASURES SUCCESS: MATH

Multiple Measures Success Rates Fall 2014 in Remedial Math

	ACDV B77 - Arithmetic	ACDV B72 - Accelerated Aritm/PreAlgebra	Math B50 - Pre-Algebra	Math B60 - Algebra	Math B70 - Intermed Algebra	Math B1A - PreCalculus	Math B6A - Calculus
■ Not bumped	41%	41%	73%	61%	31%	20%	53%
■ Bumped	100%	67%	100%	59%	40%	33%	57%

STAGE 3

2015

Accuplacer
web testing

High school
proctored testing

Report Card
A

High school senior
transcripts
evaluated

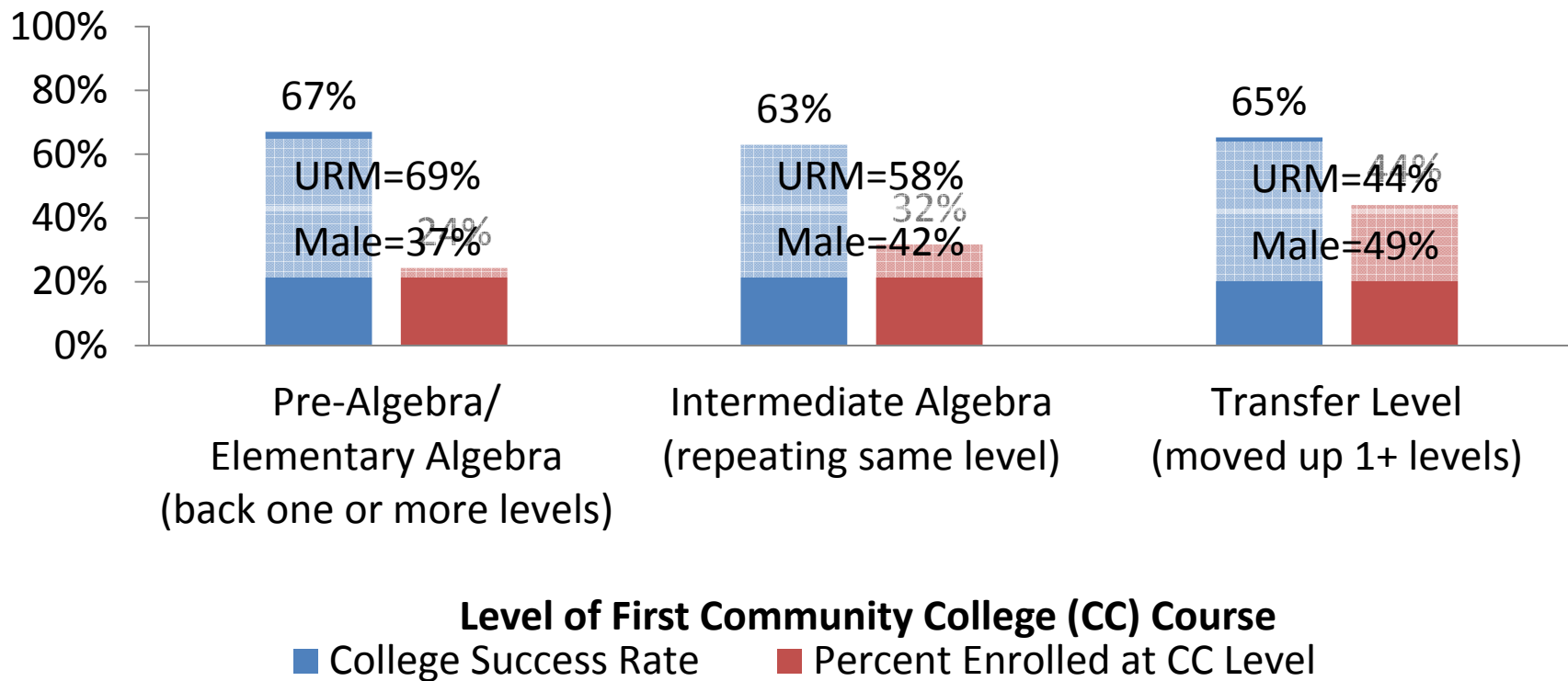GPA > 3.0, grade in class + test score
Bumped up one level

752 students
Bumped 1,359 semesters
saved $364,000
tuition costs

Saving Students Money and Time

In 2015, BC saved students **2111 semesters** through multiple measures and improved testing
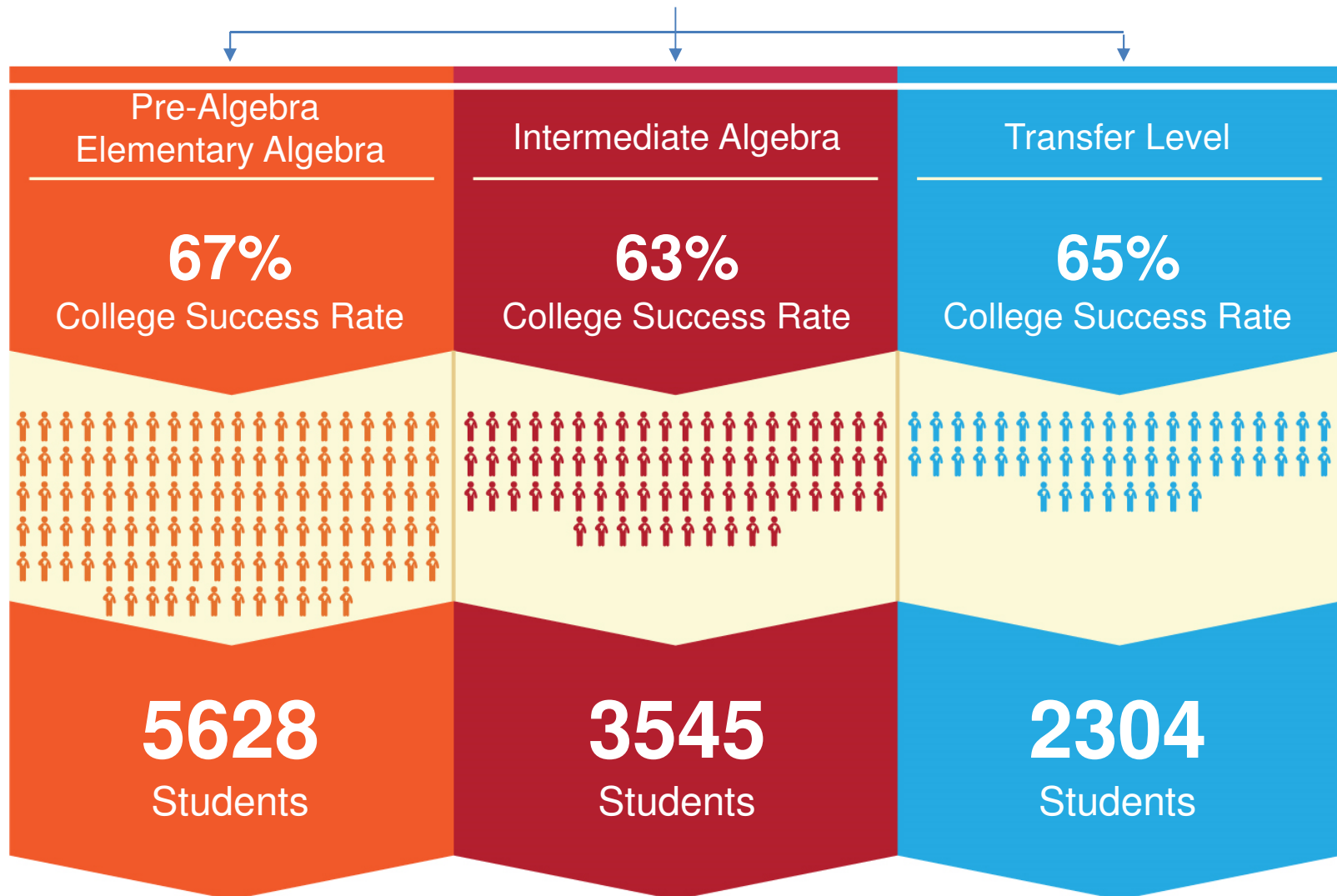
Level of and Success in First College Math for Students whose Last High School Course was Algebra 2 with Grade of B or Better (n=35,806)

Bar chart showing data for three categories:

Pre-Algebra/Elementary Algebra (back one or more levels): 67%, URM=69%, Male=37%, 24%

Intermediate Algebra (repeating same level): 63%, URM=58%, Male=42%, 32%

Transfer Level (moved up 1+ levels): 65%, URM=44%, Male=49%, 44%

Level of First Community College (CC) Course
- College Success Rate
- Percent Enrolled at CC Level

These data are from RP MMAP studies and were presented by Terence Willet at Strengthening Student Success Conference October 8, 2015
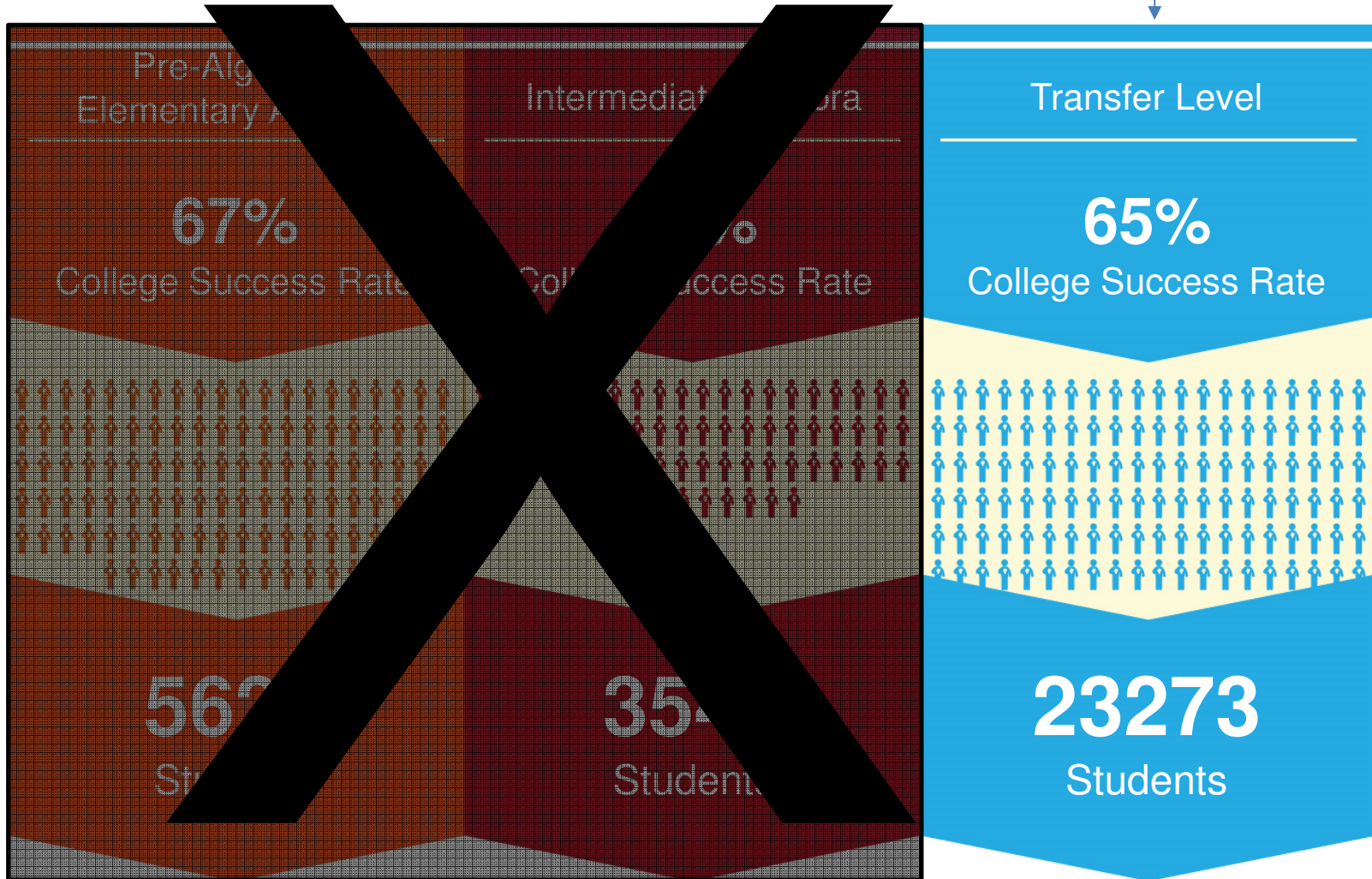
Level of and Success in First College Math for Students whose Last High School Course was Algebra 2 with Grade of B or Better

35,806 Students

Pre-Algebra Elementary Algebra	Intermediate Algebra	Transfer Level
67% College Success Rate	**63%** College Success Rate	**65%** College Success Rate
5628 Students	**3545** Students	**2304** Students

Level of and Success in First College Math for Students whose Last High School Course was Algebra 2 with Grade of B or Better
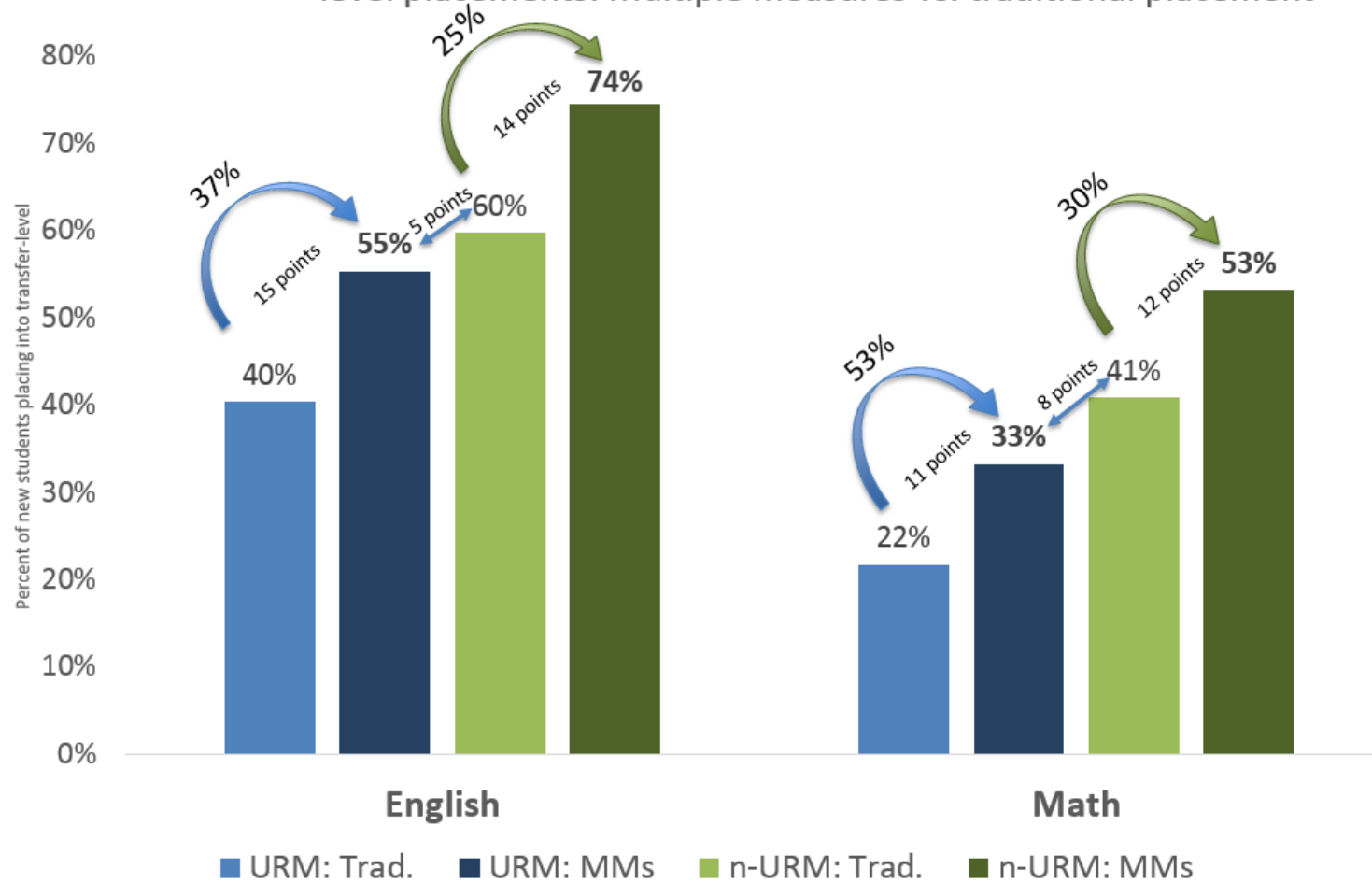
35,806 Students

Pre-Algebra Elementary ~

67%
College Success Rate

Intermediate ~bra

Colle ~ccess Rate

562~
Stude~

35~
Student~

Transfer Level

65%
College Success Rate

23273
Students

A Brief word on equity

Underrepresented minority students' & non-URM students' transfer-level placements: Multiple measures vs. traditional placement
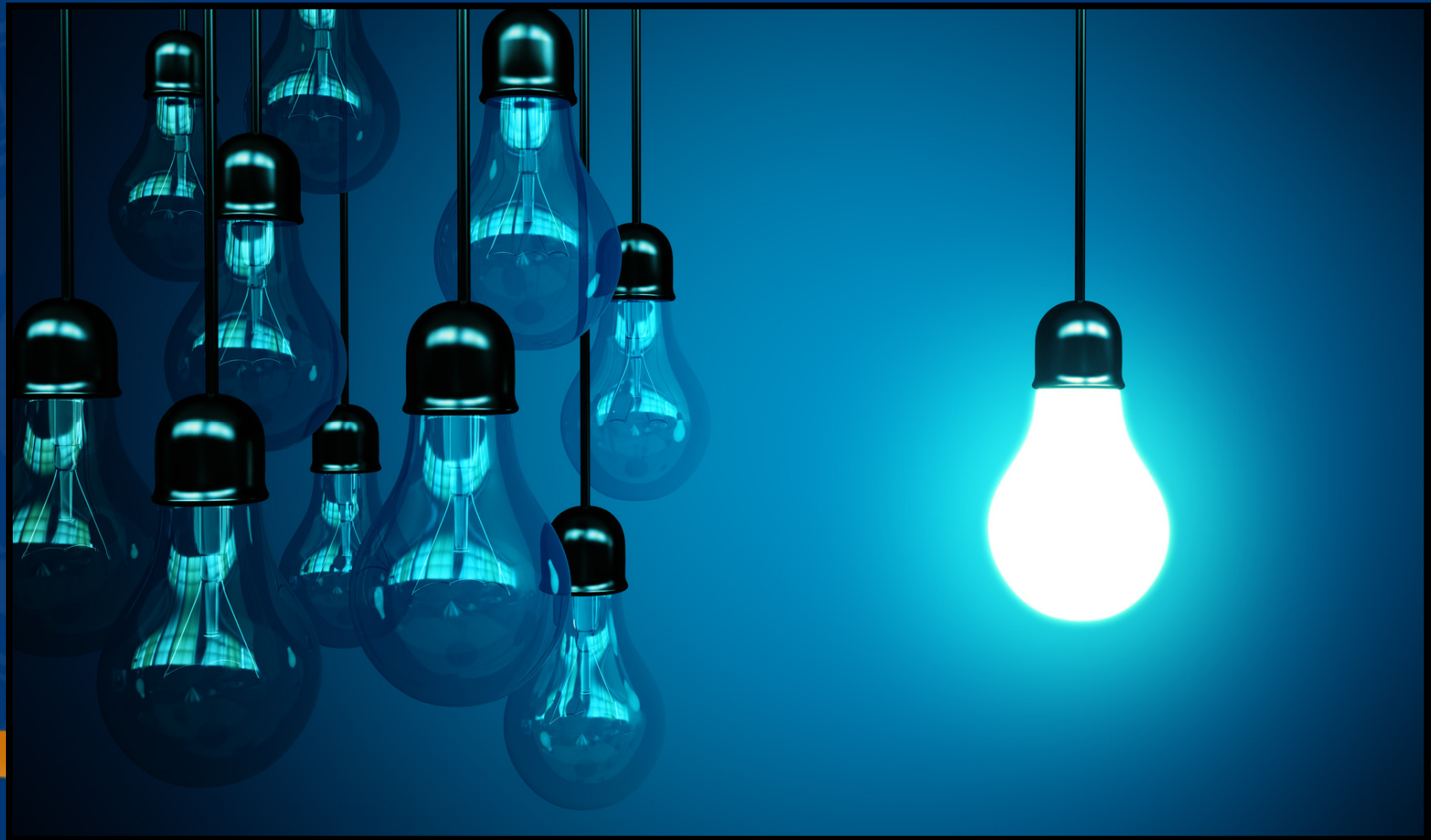
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To sum up BC's approach

- Tests aren't always the best measures. Tests alone are TERRIBLE measures
- The goal is to predict success. Let's place in the highest level and provide intrusive support
- Let's simplify the algorithm – junior year grades
- What about non-cognitive?
- Not perfect. It's iterative – don't wait (AGILE)
- **START NOW!**

Questions?

Thank you

www.CCCAssess.org

jcoleman@ccctechcenter.org

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