Common Assessment Initiative (CAI)

Presentation at the CCLC Convention
November 20, 2015

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Louise Jaffe, Sonya Christian
Background

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

• Math (includes above college-ready)
• English (includes Reading)
• ESL (includes Noncredit)
• Multiple Measures
• Professional Development
• Test Development Process
• Platform (User Interface, Reporting)
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
  – Vendor Demos – January 29 & 30
Work to Date

• Vendor Selection – February 9
  – Unicon, Inc. – software development
    • Platform
    • Administration
  – Link Systems, Inc. (LSI) – World Wide Test Bank
    • English
    • Math
    • ESL
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
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 including Counselors
  – Research

• Local control factors

• Saddleback College as project lead

• PD Advisory Committee – with EPI/OEI
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
Let’s hear from the field
Louise Jaffe
Trustee, Santa Monica College

Sonya Christian
President, Bakersfield College
Key Objectives!

- Common Assessments: English, 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 Sequence

- 4 Levels Below
- 3 Levels Below
- 2 Levels Below
- 1 Level Below

Likelihood of completing the developmental sequence starting at each level:
- 4 Levels Below: 8%
- 3 Levels Below: 17%
- 2 Levels Below: 35%
- 1 Level Below: 70%
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

![Bar chart showing percent placed at transfer level for Math and English, with Traditional Placement and Multiple Measures compared.](chart.png)
The Renegade Journey

STAGE 1
Students test at BC and are placed by test scores only.
Prior and 2013

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
2015

STAGE 4
English and Math grades considered for placement. Placement is based on a combination of grades and test scores.
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
Stage 1

Prior and 2013

Compass test at BC

Tested remedial
- 84%

Placed by test score only
- 99.5%

Completion of Remedial / pre-collegiate course work
- 35%
Stage 2

2014

Compass test at BC

Test remedial

High school senior transcripts evaluated

GPA > 3.0 one level up

Improved placement in transfer level

Math increased by 9% & English by 3%

361 semesters saved
199 semesters accelerated
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

<table>
<thead>
<tr>
<th></th>
<th>2013 Writing (n=2171)</th>
<th>2014 Writing (n=2175)</th>
<th>2013 Math (n=2581)</th>
<th>2014 Math (n=2489)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 4 levels</td>
<td>11%</td>
<td>8%</td>
<td>35%</td>
<td>33%</td>
</tr>
<tr>
<td>Below three levels</td>
<td>37%</td>
<td>35%</td>
<td>35%</td>
<td>18%</td>
</tr>
<tr>
<td>Below two levels</td>
<td>6%</td>
<td>6%</td>
<td>21%</td>
<td>30%</td>
</tr>
<tr>
<td>Below one level</td>
<td>17%</td>
<td>19%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Transfer</td>
<td>29%</td>
<td>31%</td>
<td>3%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Multiple Measures Success: Math

Multiple Measures Success Rates Fall 2014 in Remedial Math

<table>
<thead>
<tr>
<th>Course</th>
<th>Success Rate Not Bumped</th>
<th>Success Rate Bumped</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACDV B77 - Arithmetic</td>
<td>41%</td>
<td>100%</td>
</tr>
<tr>
<td>ACDV B72 - Accelerated Aritm/PreAlgebra</td>
<td>41%</td>
<td>67%</td>
</tr>
<tr>
<td>Math B50 - Pre-Algebra</td>
<td>73%</td>
<td>100%</td>
</tr>
<tr>
<td>Math B60 - Algebra</td>
<td>61%</td>
<td>59%</td>
</tr>
<tr>
<td>Math B70 - Intermed Algebra</td>
<td>31%</td>
<td>40%</td>
</tr>
<tr>
<td>Math B1A - PreCalculus</td>
<td>20%</td>
<td>33%</td>
</tr>
<tr>
<td>Math B6A - Calculus</td>
<td>53%</td>
<td>57%</td>
</tr>
</tbody>
</table>
Stage 3

2015

Accuplacer web testing

High school proctored testing

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)

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
  - College Success Rate: 67%
  - Students: 5628

- Elementary Algebra
  - College Success Rate: 63%
  - Students: 3545

- Intermediate Algebra
  - College Success Rate: 65%
  - Students: 2304

Total Students: 5628 + 3545 + 2304 = 35,806
Level of and Success in First College Math for Students whose Last High School Course was Algebra 2 with Grade of B or Better

- Pre-Algebra: 3545 Students, 56% College Success Rate
- Elementary Algebra: 35,806 Students, 67% College Success Rate
- Intermediate Algebra: 23,273 Students, 65% College Success Rate
- Transfer Level: 35,806 Students, 65% College Success Rate

Total Students: 35,806
A Brief word on equity
These data are from RP MMAP studies and were presented by Terence Willet at Strengthening Student Success Conference October 8, 2015.
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!
Significant opportunity to improve placement, student achievement, and students’ college experience.
Questions?

Thank you

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