Progress on the CAI

April 8, 2016

Jennifer Coleman, CCC Technology Center
Erik Cooper, Member, CAI Steering Committee
Andrew LaManque, Co-Chair, CAI Steering Committee
We are assessing students!!!!

- 1342 Completed Assessments
- 714 in Ready/In-Progress Status
We Are Assessing Students!!!

• Pilot Phase 1
  – 11 of 12 Pilot Colleges
  – Goal: 150 students per college
  – Daily data collection by psychometrician
  – Feedback loop already working
  – Challenges
    • CCCID, length of test
We Are Assessing Students!!!

• Pilot Phase 2
  – All Pilot Colleges plus focused populations
  – 1200 students per college
  – Bias panel
  – Validation package for approval
    • Content Validity
Wow! Now what?

- Collecting Best Practices
- Phased Rollout
- Professional Development
- Iterative process
- Not a static solution
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

• Multiple Measures

• Assessment Preparation

• Accessibility as a primary consideration
Assessment, Not Placement

- Placement is locally determined
- Raw data is portable
- No traditional cut scores
- Map of Student Competencies
- Validation steps
  - Statewide
  - Local
Building A System

• Unicon, Inc. – software development
  – Platform
  – Administration

• Link-Systems International, Inc. (LSI)
  – WorldWideTestBank
  – English, ESL
  – Math
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
Work Group Highlights

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

- English and ESL
- What will be offered to colleges
- ASCCC Human Scoring Resolution
- Locally controlled factors
- Portability
Multiple Measures

• Overlap with Multiple Measures Assessment Project (MMAP)
• Non-cognitive measures
• Self-reported GPA
• Statewide validated model
  – Integration with CCCAssess
• College choice on use/combination
Timeline

• Spring 2016
  – Field testing and test validation data gathering

• Summer 2016
  – Approval by CCCCCO ASWG

• Fall 2016
  – Release and Implementation begins

• Ongoing
  – Professional Development
  – Feedback and continuous improvement

• Success!
Now What?

• We know what is coming.
• What does that entail locally?
• How do we get started?
### CCCAssess Implementation

The following guidelines are designed to help colleges prepare for implementation of CCCAssess. Each college is unique and can adapt this sample model to meet local needs.

#### STEP 1: Form Team

<table>
<thead>
<tr>
<th>Responsible Parties</th>
<th>Instructional Faculty</th>
<th>Counseling</th>
<th>IT</th>
<th>Research</th>
<th>Administration</th>
<th>Assessment Center</th>
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<tbody>
<tr>
<td><strong>Action</strong></td>
<td>Hold First Meeting</td>
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<td><strong>When</strong></td>
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- Fall 2015 Testing: Oct. 2015

#### STEP 2: Analyze Current Resources

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<tbody>
<tr>
<td><strong>When</strong></td>
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<td>Identify Needed Resources</td>
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- Fall 2015 Testing: Oct. 2015
- Fall 2016 Testing for Spring 2017 Placement: Jan/Feb 2016

#### STEP 3: Apply for Funding

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- Fall 2015 Testing: Feb. 2015
<table>
<thead>
<tr>
<th>Timeline Event</th>
<th>Year</th>
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<tbody>
<tr>
<td>Fall 2015 Item Development</td>
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<tr>
<td>March-May 2016 Item and Field Testing Adoption Schedule Released</td>
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<tr>
<td>June-July 2016 Test Validation and Approval</td>
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<tr>
<td>Now - October 2016 Preparation for Adoption: Professional Development and Implementation Guidance</td>
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<tr>
<td>Fall 2016 Schools begin using CCCAssess for Spring 2017 Placement</td>
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## STEP 1: Form Team

### RESPONSIBLE PARTIES

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### WHEN

- Pilot Field Testing: Oct. 2015
First Meeting

- Watch movie
- Pass out CCCAssess Implementation guide
- Set Deadlines
- Plan to attend upcoming Professional Development
- Assign Analyze Current Resources (Step 2)
- Assign apply for funding
- Set regular team meetings
## STEP 4: Compare Course Outlines to Competencies

<table>
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<td>Instructional Faculty</td>
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<tr>
<td>Compare Competencies to Course Outline</td>
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<tr>
<td>Develop Local Placement Model</td>
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### WHEN
- Spring 2017 Testing for Fall 2017 Placement: Nov. 2016 & Ongoing
# Sample Competency Mapping

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Competency</th>
<th>Addtl. Measure</th>
<th>GPA</th>
<th>HS ELA</th>
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<tbody>
<tr>
<td>Sub-Competency</td>
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<tr>
<td>Importance</td>
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<tr>
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<tr>
<td>Weighted Total</td>
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<tr>
<td>Total Score</td>
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<tr>
<td>Total Weighted Score</td>
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<tr>
<td>Total Possible Range</td>
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<tr>
<td>Placement Scores</td>
<td>ENGWR 300 = 43 - 63; ENGWR 101 = 64 - 84; ENGWR 51 = 85 - 105; No placement 106 - 127</td>
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<tr>
<td>Student Placement</td>
<td>ENGWR 101</td>
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</table>
English Competency Map Overview

1. Reading:
   a. Acquire and use vocabulary
   b. Recognize Vocabulary appropriate to content
   c. Follow instructions
   d. Analyze ideas and events in text
   e. Determine main and supporting ideas
   f. Comprehend and summarize
   g. Determine author’s purpose and stance
   h. Analyze author’s stance
   i. Evaluate texts
   j. Analyze the structure of texts
# STEP 6: Leverage Data

<table>
<thead>
<tr>
<th>RESPONSIBLE PARTIES</th>
<th>Instructional Faculty</th>
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<th>Research</th>
<th>Administration</th>
<th>Assessment Center</th>
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<td><strong>ACTIONS</strong></td>
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<td>Validate Model</td>
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<td>Compare to Chancellor’s Standards</td>
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<td>Utilize Dashboard Reports</td>
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<td><strong>WHEN</strong></td>
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<td>Pilot Field Testing: Apr./May 2016</td>
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<td>Spring 2017 Testing for Fall 2017 Placement: Nov. 2016 &amp; Ongoing</td>
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</table>
Reports

• Jasper Reports Dashboard
  – Standard
  – Custom

• Types
  – Student
  – Counselor
  – Faculty
  – Assessment Center
  – IT/Administration
Local Factors

- Disproportionate Impact Studies
- Consequential Validity
- Title V and CCCC assessment Standards still apply
- Recency and Retesting Discussions
## STEP 11: Debrief CCCAssess Implementation

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>Instructional Faculty</td>
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<tr>
<td>Communicate Additional Needs</td>
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<td>Identify Challenges to Resolve</td>
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<tr>
<td>Provide Assessment Feedback</td>
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<td>Fall 2016 Testing for Spring 2017 Placement: Feb./Mar. 2017</td>
</tr>
<tr>
<td></td>
<td>Spring 2017 Testing for Fall 2017 Placement: Feb. 2018</td>
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</table>
Next Steps

• Visit CCCAssess.org
  • Sign-up for listserv
    • Assess Press via Constant Contact
    • Biweekly newsletters
  • Redesign coming – stakeholder buttons
• Contact staff with questions, concerns
  • Amy Beadle, Statewide Program Manager
    • 530-879-4170, abeadle@ccctechcenter.org
  • John Hadad, CCCAssess Product Manager
    • 530-413-8583, jhadad@ccctechcenter.org
  • Jennifer Coleman, Statewide Program Director
    • 530-879-4165, jcoleman@ccctechcenter.org
Questions?

Thank you
For the invitation and opportunity

www.CCCAssess.org
jcoleman@ccctechcenter.org