CCCAssess: The Starting Point for Student Success

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Overview
• Goals of CAI
• Accomplishments to Date
• Items to be Completed
• Multiple Measures
• AB 705
Goals for Common Assessment

- Produce two adaptive assessment tests, English Language Arts (ELA) and mathematics, to facilitate the placement of students and give greater insight into each student’s skills.
- Produce an assessment platform that administers the assessments, uploads information to each college’s student information system (SIS), and incorporates various additional measures to determine the “best” student placement.
- Generate reports at the section and institutional level about student skills that can inform instruction and curricular design.
Accomplishments

• Faculty developed competency maps in math, English and reading, and ESL
• Creation of test items in English, reading, math, and ESL
• Students completing thousands of assessment items to collect data required for approval of the new assessment tests
• Development of software platform to administer assessments
• Development of student and counselor level reports
• Integration of MMAP Decision Trees to generate a course placement recommendation
Outstanding Items – ESL

• The ESL questions, both grammar and reading, were developed in the first common assessment project that was not completed due to a lack of funding.

• In February, questions about “fair use” were raised about the reading passages used.

• To err on the side of caution, all reading questions were pulled and new reading questions are currently being developed.
Outstanding Items – Field Testing

• Following item testing, field testing is required for validating the operational version of an adaptive assessment test

• Field testing is currently scheduled for 5/15 – 6/9
Outstanding Items – Test

• Title 5 Section 55522 (a)
  “The Chancellor’s Office shall establish and update, at least annually, a list of approved assessment tests for use in placing students in English, mathematics, or English as a Second Language (ESL) courses.”

• Any test used for placement into courses within a discipline must be evaluated to ensure validity, reliability, and fairness to all groups
  – This includes CCCAssess

• Each assessment test is submitted to the Chancellor’s Office Assessment Workgroup, which works with psychometric consultants to review the test and give a recommendation to the Chancellor’s Office.
Outstanding Items – Writing

• Scored Writing Sample
  – Both English and ESL
  – Human and Machine Scoring functionality

• RFP has been distributed and responses received; the goal is to have a vendor in place by July 2017.

• Writing Sample may not be included in the initial release of the common assessment
Outstanding Items – ESL Listening

• Many colleges use an ESL listening test. These tests vary greatly across the state.

• CAI project staff are still trying to determine the needs of colleges.

• RFP may be developed based on results of needs assessment.

• ESL listening may not be included in the initial release of the common assessment.
Reports

• Student and counselor reports will provide placement recommendation and overall performance indicators, tied to competency maps

• Section level reports for faculty will give information about the overall skills of their class. Student level diagnostics will not be provided.

• Data Lake and Data Warehouse will allow for standard and custom reports for researchers
Multiple Measures

• Title 5 §55522(a) requires colleges to use more than one measure to place students into courses.
  - (a) The Chancellor shall establish and update, at least annually, a list of approved assessment tests for use in placing students in English, mathematics, or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using an English, mathematics, or ESL assessment test for placement, it must be used with one or more other measures to comprise multiple measures.

• An approved assessment test is one possible measure.
• Colleges are required to use at least one additional measure to place students.
MMAP

• Use of high school transcript data (GPA, course grades, and courses taken) to place students into courses in English and mathematics.

• The statewide models will be incorporated into the common assessment platform.

• The ability to customize the statewide model will be incorporated into the platform.

• MMAP placements still require colleges to collect placement data.
MMAP vs. Multiple Measures

- While MMAP does satisfy the multiple measures requirement from title 5, the decision trees are not the only possible multiple measures that colleges can use.

- Colleges can use any evidence based measures to help with student placement, including using high school transcript data in ways other than MMAP.

- Colleges are required to collect data for all multiple measures they currently use.
Student Placement Decision

• The common assessment platform can generate a placement decision based on the assessment test result and the use of MMAP models.

• Because of the requirement to use multiple measures to place a student, a placement recommendation cannot be provided based on just the assessment test.

• Additional multiple measures are being investigated to be included in the common assessment platform.
AB 705

- AB 705 (Irwin) would amend the Seymour-Campbell Student Success Act of 2012 to require:
  - colleges to use high school transcript data, and it sets a standard for how community colleges use high school transcript data, in the placement of students into math and English courses.

- The bill also puts requirements on corequisites:
  - concurrent support during the same semester that a student takes the college-level English or mathematics course, but only if it is determined that the support will be essential to the student's success in the college-level English or mathematics course and that the support constitutes no more than half of the units required for the college-level course.
Ongoing Discussion for AB 705

- ASCCC and the CO are hoping to require the Department of Education to share high school transcript data for all students. Currently, a memorandum of understanding is needed between a CC and a HS district through Cal-Pass.
- While the bill requires the use of HS transcript data, it is not requiring the use of any specific data or the use of MMAP.
- Stay tuned to Legislative Updates for further developments on this bill as the language may change before signed into law.
Thank You for Joining Us. Any Questions?