



# Multiple Measures Assessment Project Winter 2016

Mallory Newell, Office of Research and Planning

# Current Practice

- CCs rely nearly entirely on standardized assessment
  - >92% of 2-year institutions (Hughes & Scott-Clayton, 2011)  
<http://bit.ly/Hughes2011>
- Majority of students placed below college-level
  - 68% of students in 2-year institutions take  $\geq 1$  developmental education course (Scott-Clayton & Belfield, 2015) <http://bit.ly/CCRCPlacementAccuracy>
- Placement below transfer level is a barrier to completion
  - ~30% never attempt a course in the sequence and ~10% fail to re-enroll after successfully completing at least one course in the sequence (Bailey, Jeong, & Cho, 2010)  
<http://bit.ly/Bailey2010>

# Current English Placement and Enrollment

	First time students	First time students who took a placement test	First time students who placed into basic skills	% of first time students who took a placement test	% of first time students who tested and placed in basic skills	% of all first time students placing basic skills	First time students who enrolled in the course in which placed in first year	% Enrolled in course in which placed in fall term
Fall 2015	3,797	2,818	1,852	74%	66%	49%	1,264	68%
Fall 2014	3,772	2,760	1,760	73%	64%	47%	1,240	70%
Fall 2013	3,677	2,616	1,750	71%	67%	48%	897	51%

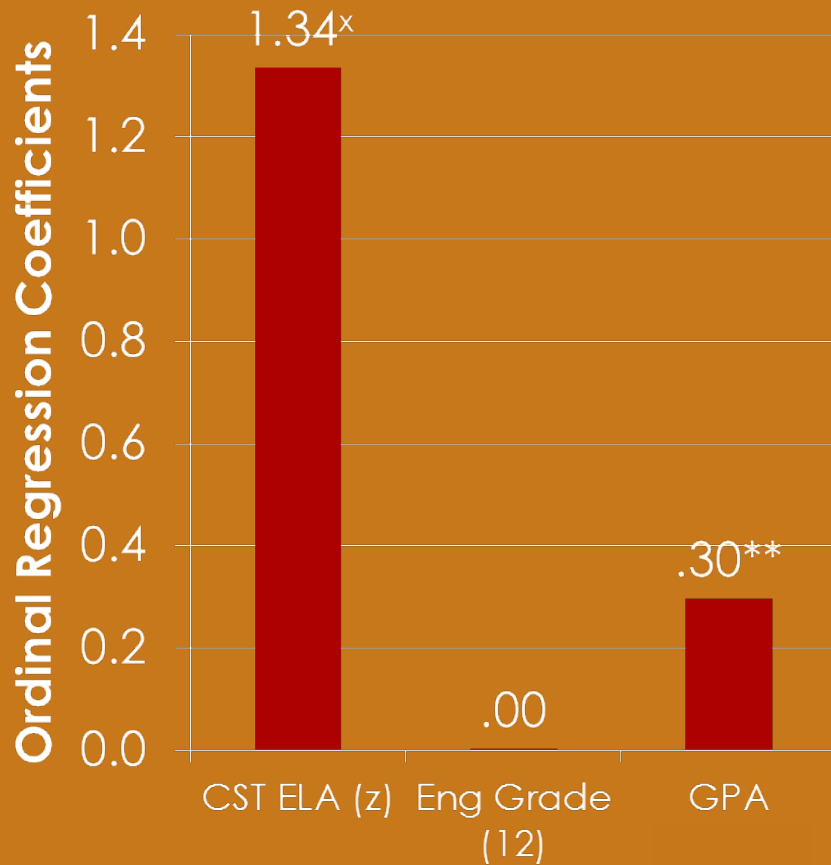
Basic skills English includes EWRT200, 211. Students who took a placement exam between March 1 and September 30 preceding each term. Highest test score received.

# Current Practice

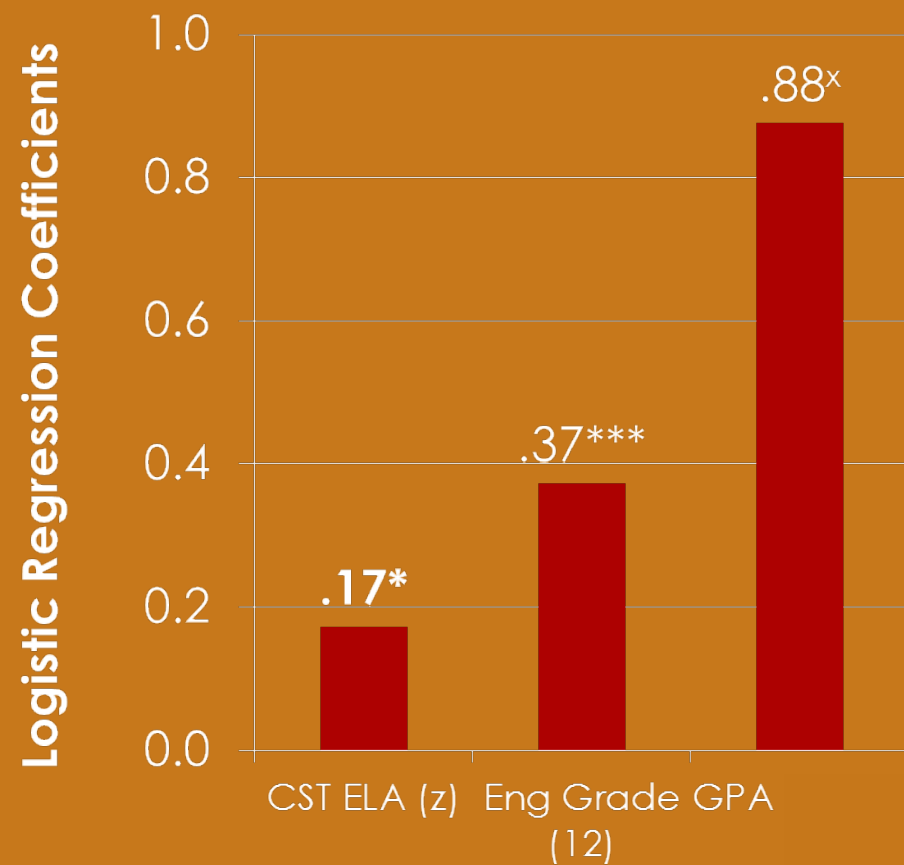
- Standardized assessment, in its current form, has led us to systematically underestimate student capacity
  - Particularly for students of color, low income students, first generation students and women
- Goal of multiple measures is to effectively place students at most appropriate level for their skill – where challenge matches skill level
- Placement tests are found to have a severe error rate
  - English 27 to 33 percent, i.e. 3 out of every 10 students in English are severely misassigned (CCRC, Belfield & Crosta, 2012; Scott-Clayton, 2012)
- Little relation to college course outcomes (Belfield & Costs, 2012); Edgescombe, 2011; Scott-Clayton, 2012; Scott-Clayton & Rodriguez, 2012) [bit.ly/CCRCAssess](http://bit.ly/CCRCAssess)

# Alignment in English

## Predicting Placement



## Predicting Performance



\*  $p < .05$  \*\*  $p < .01$ , \*\*\*  $p < .001$ , x =  $p < 1 \times 10^{-10}$

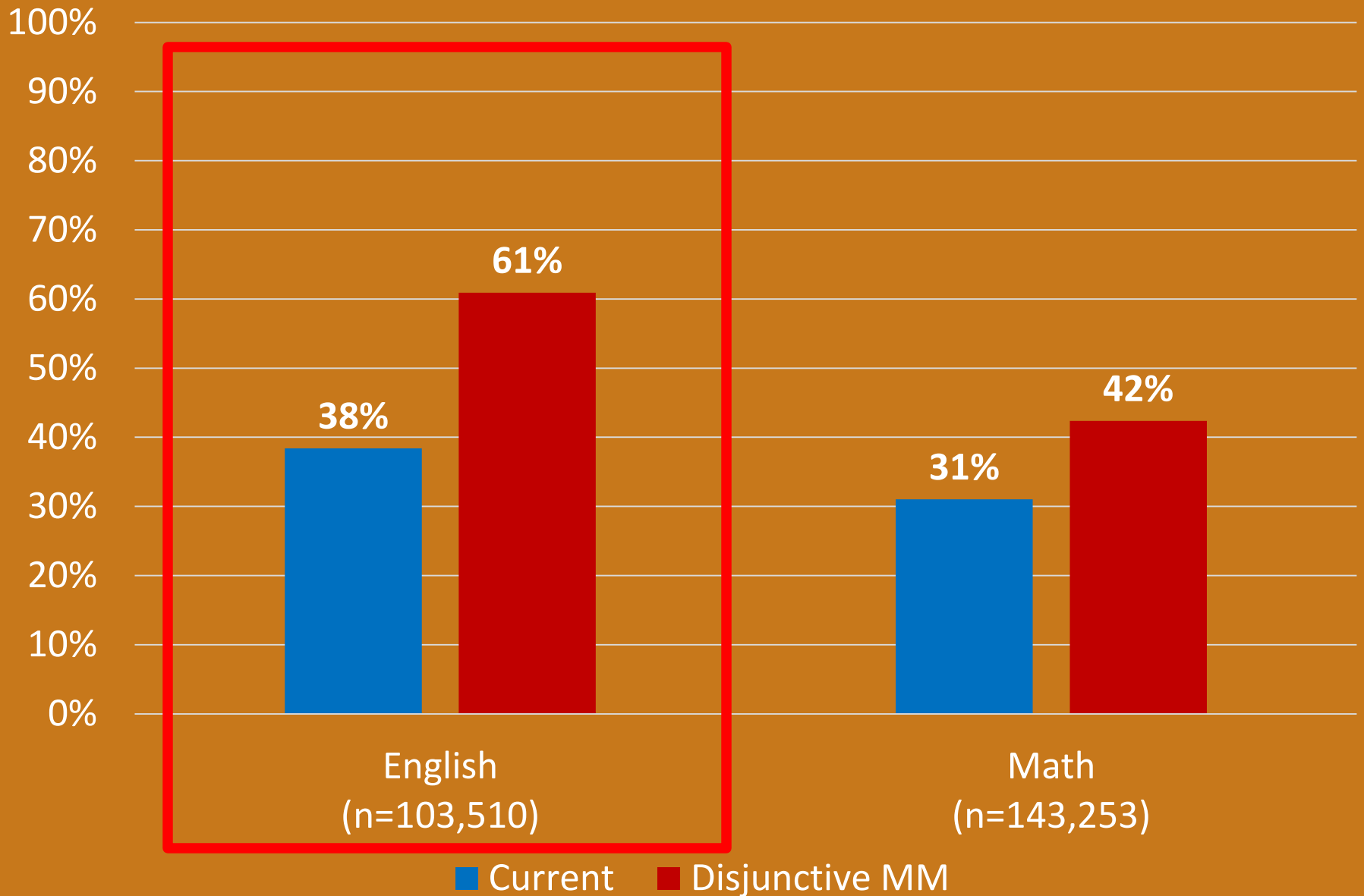
## 11<sup>th</sup> Grade Cumulative GPA vs. ACCUPLACER

English	11 <sup>th</sup> Grade GPA	Accuplacer
Transfer	0.27	0.10
1 level below	0.24	0.12
2 levels below	0.25	0.12
3 levels below	0.18	0.12
4 levels below	0.21	0.07

Community college grade is C or better.

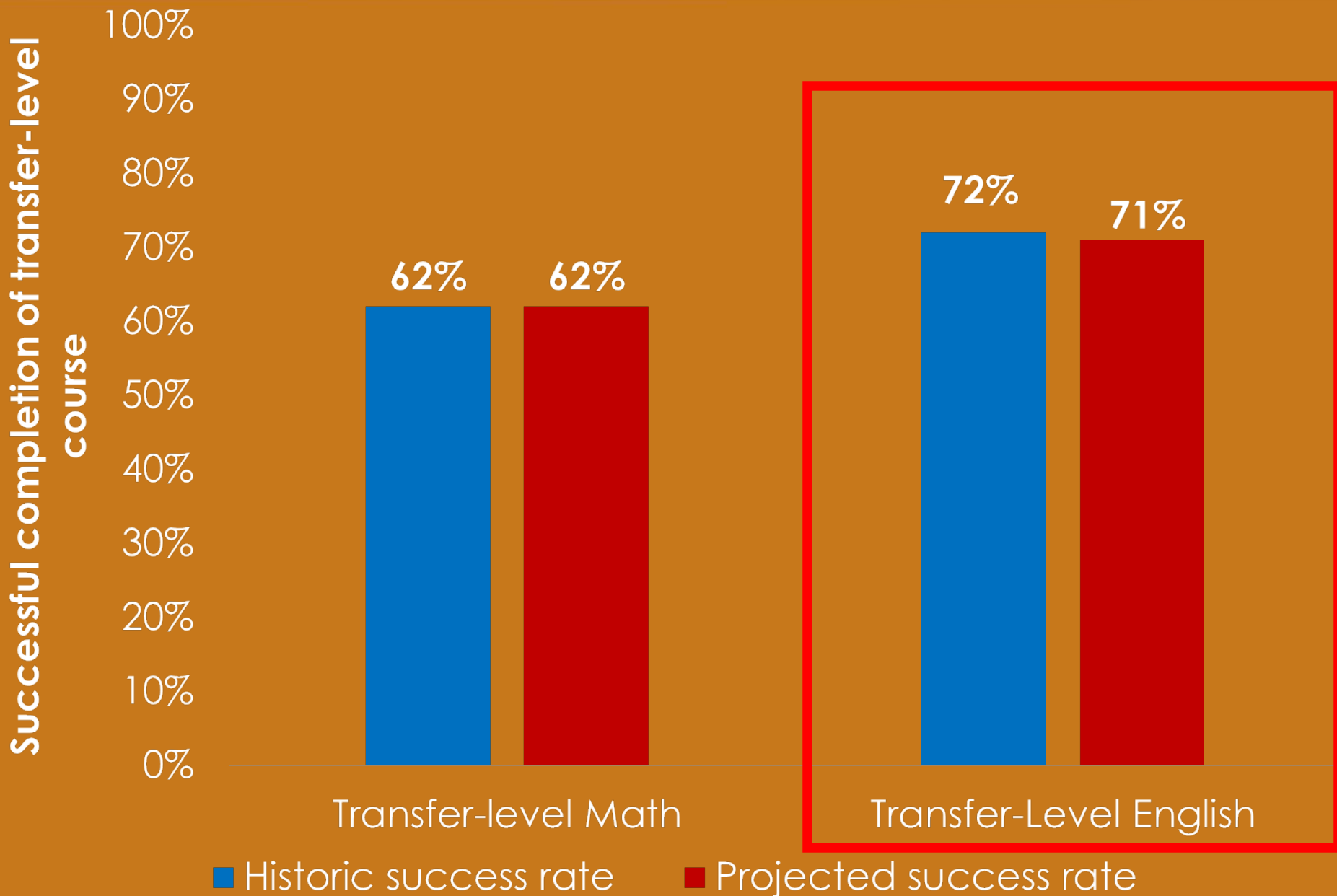
- **Assessment should predict how students will perform in college.**
- **Instead:**
  - Standardized tests predict standardized tests
  - Classroom performance predicts classroom performance
  - More info tells us more about student capacity than less info, i.e. GPA is 4 years of student ability, dedication, perseverance, performance, etc.

# Potential Statewide Transfer Level Placement

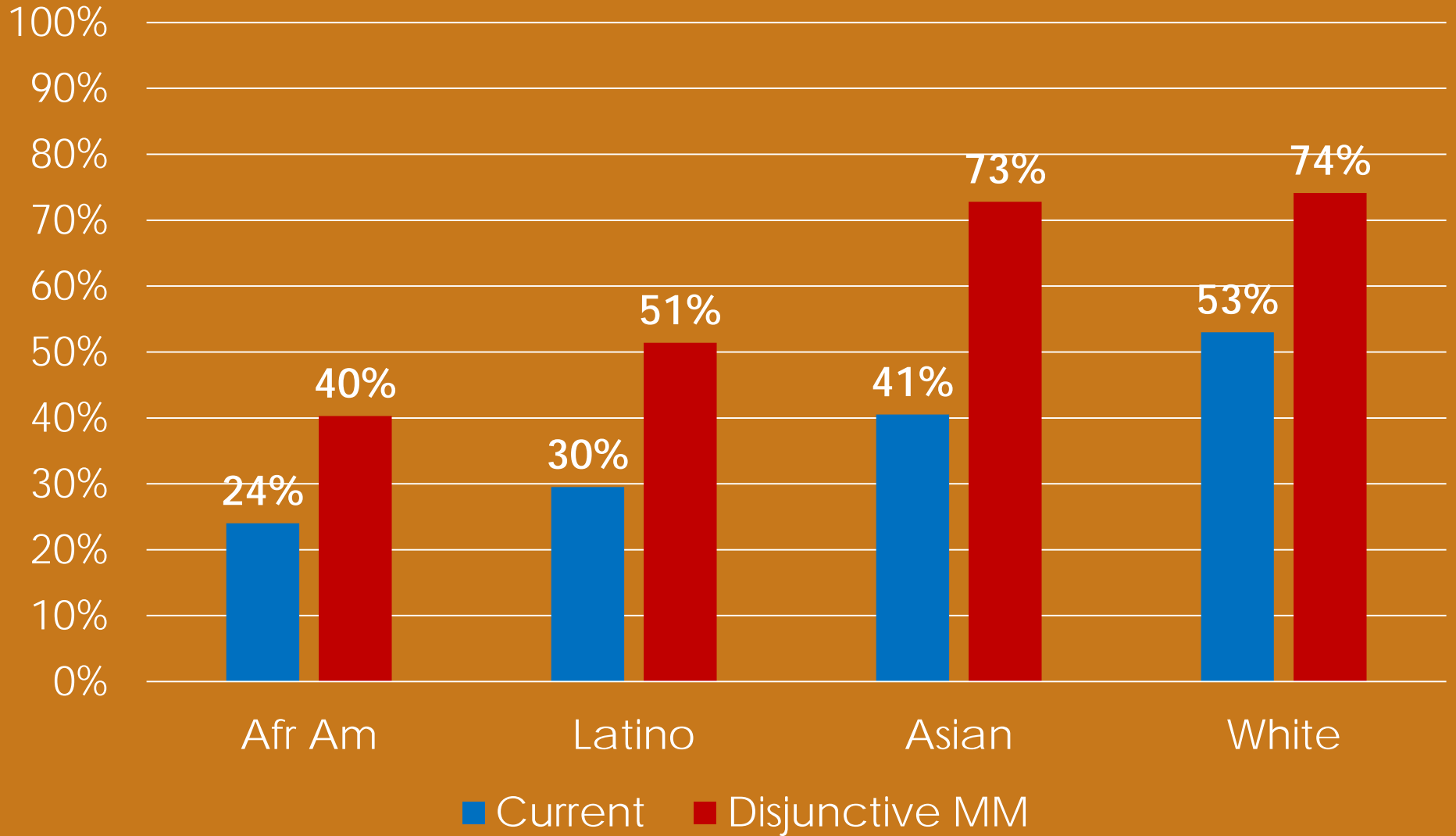




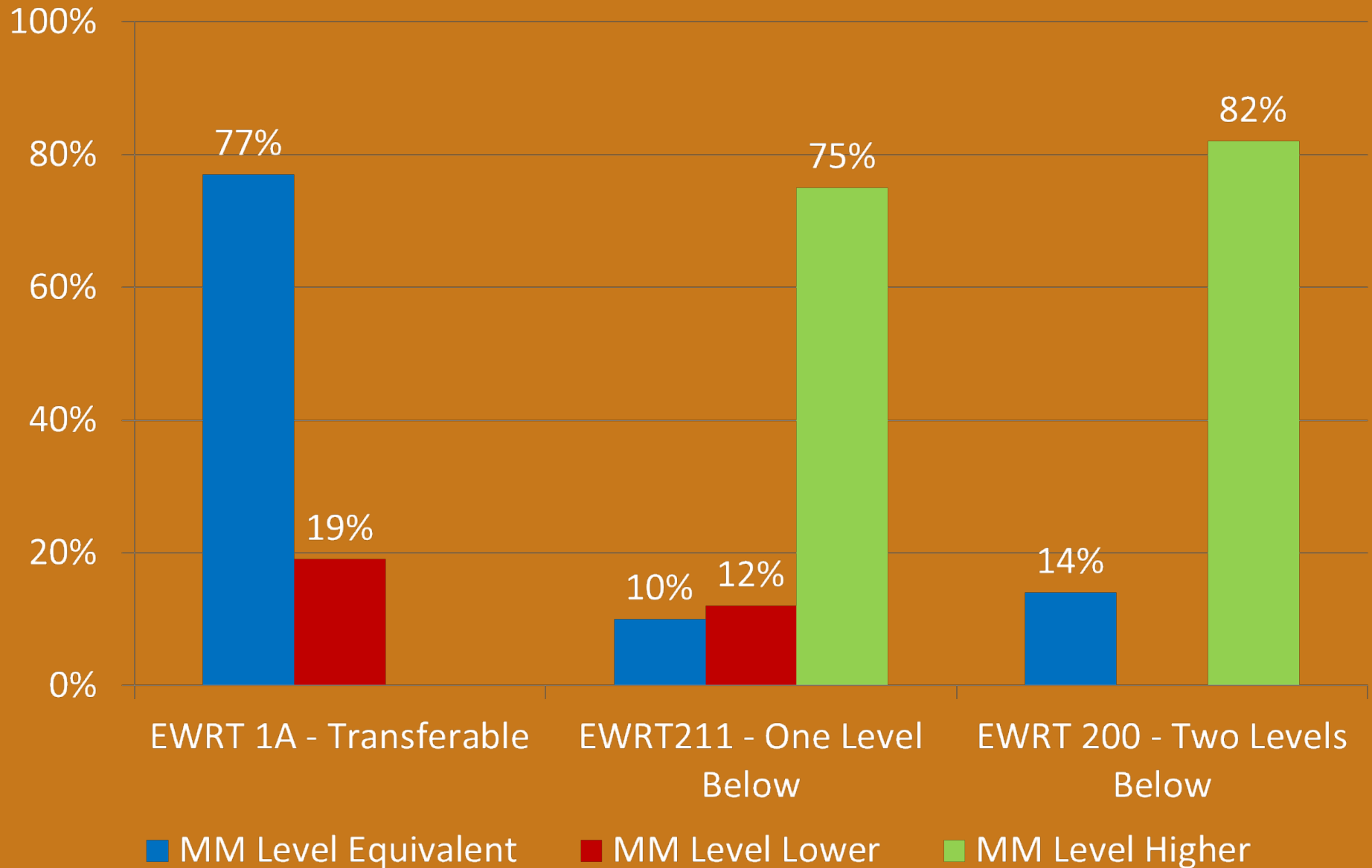
# Potential Statewide Transfer Level Success



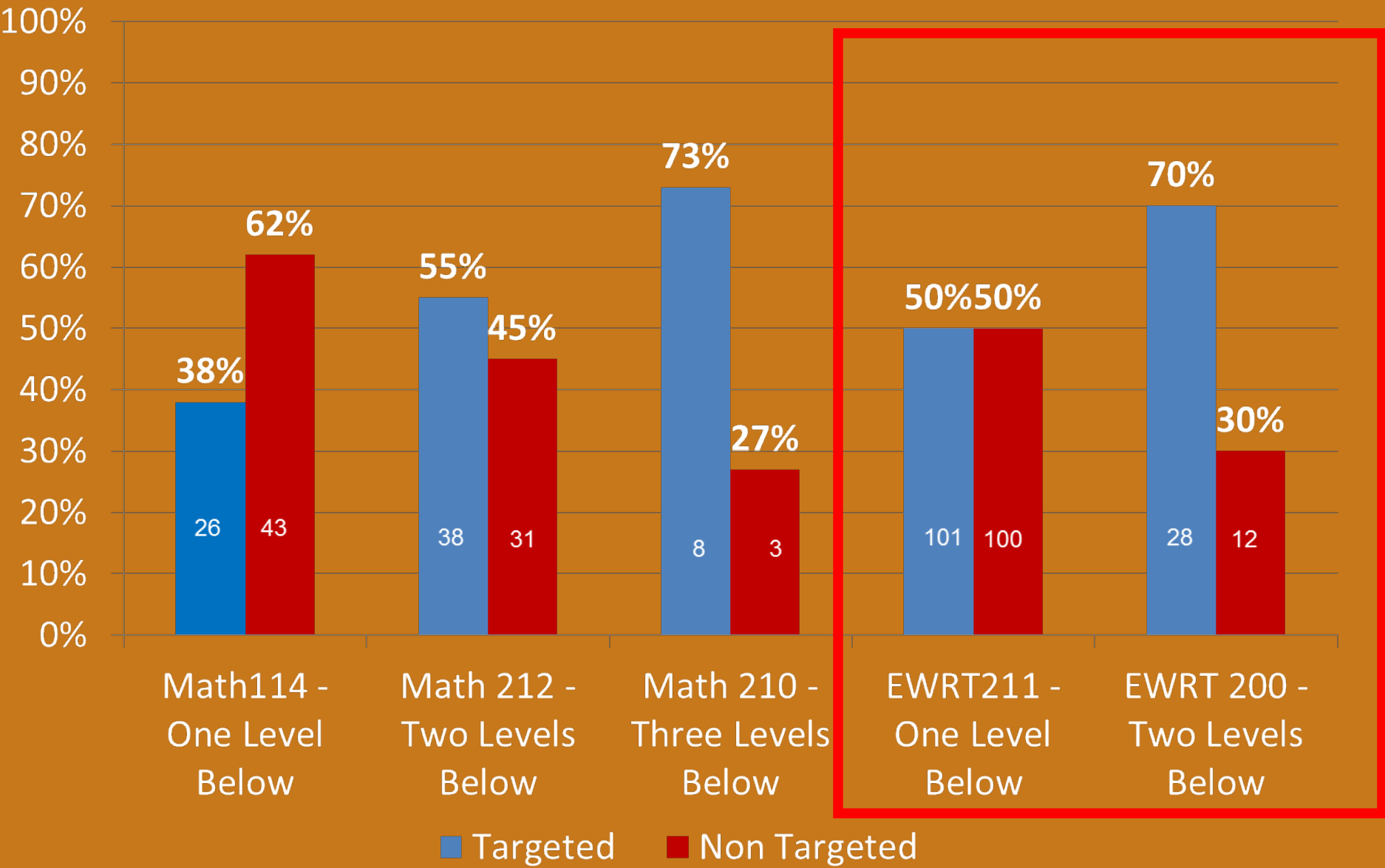
# Statewide English Transfer Level Placement-Ethnicity



# DAC – MM Assessment vs. our English Placement Test



First-time students who enrolled in an English course in fall 2014 and took an English placement test within the past year.



Targeted includes African American, Latino/a, Filipino.

- Data in the model included HS transcripts, CCC transcripts, AP Courses, ACCUPLACER scores, CST and EAP scores
- Rules were applied to the entire statewide sample of ~380,000 students to derive “what-if” impact analysis
- Impact analysis shows increase in the number of students being placed in transfer-level English with subsequent increases in throughput rates
- Rule sets are set at transfer level success of .70 or better

# High school variables that predict English success

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

## Direct Matriculants

### Transfer Level

HS 11 GPA  $\geq$  2.6

### One-level below

HS 11 GPA  $\geq$  2.3

### Two-levels below

HS 11 GPA  $\geq$  2.0

## Non-Direct Matriculants

### Transfer Level

HS GPA  $\geq$  2.6

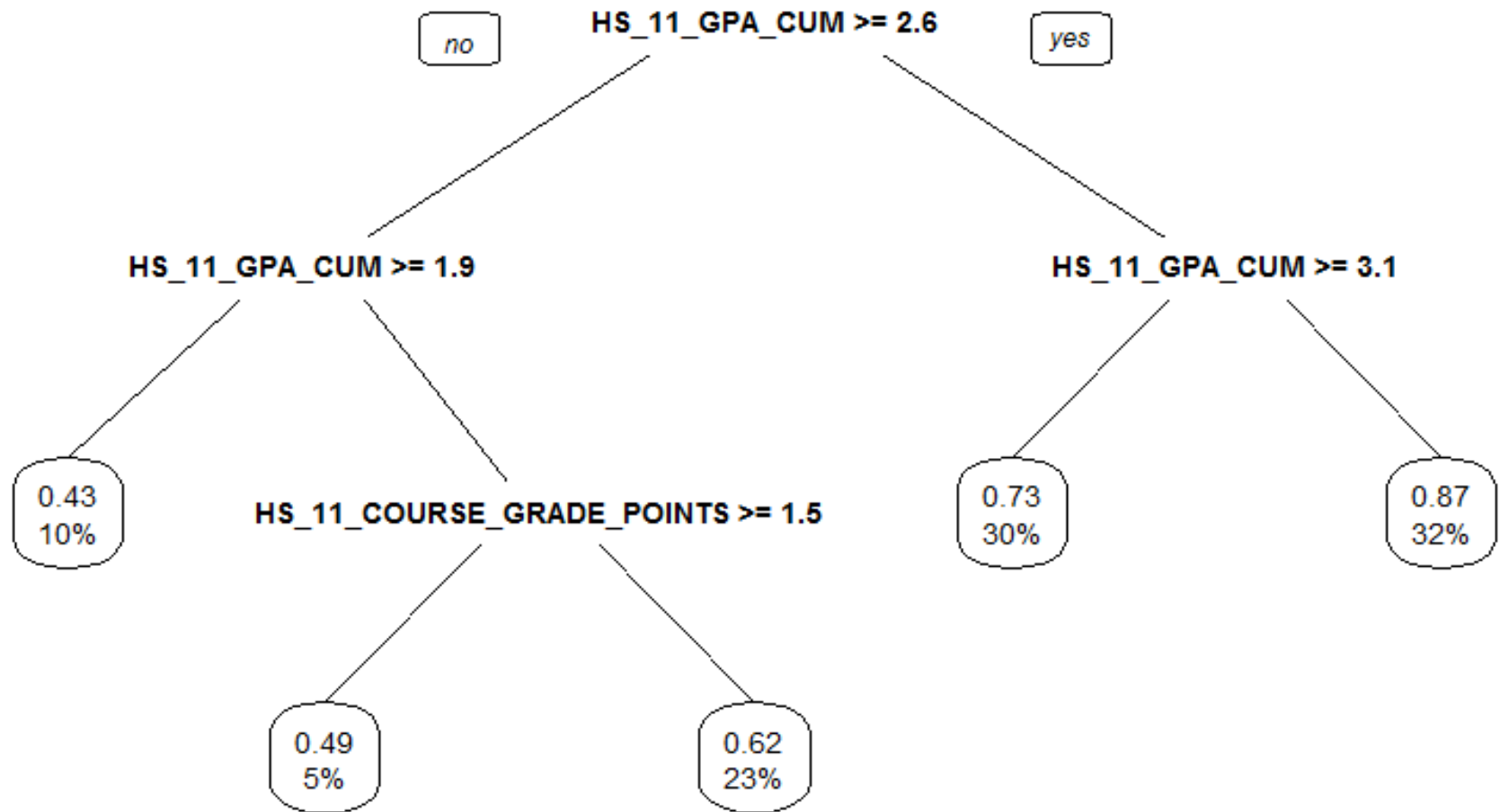
### One-level below

HS 12 GPA  $\geq$  2.2 AND HS 12  
English course C (or better)

### Two-levels below

HS 12 GPA  $\geq$  1.8 AND HS 12  
English course D (or better) OR  
HS 12 GPA  $\geq$  1.8 AND CST  $\geq$  288

# Decision Tree – Transfer Level English





# Next Steps

- Determine level of engagement from English department
- Start placing students for spring 2016 in mid-February
- Track cohort to inform the process
  - Enrollment rates
  - Success rates
  - Enrollment in next term
  - Success in subsequent courses
  - Degree/Transfer
- Make recommendations to the statewide model
- Make changes to our model if necessary
- Full implementation in fall 2016
- All colleges will need to implement multiple measures by fall 2017

The RP Group: <http://rpgroup.org/projects/multiple-measures-assessment-project>

English Rule Sets:

<http://rpgroup.org/system/files/EnglishandMathRulesOctober2015-forMMAPConvenings.pdf>

Technical Report:

<http://rpgroup.org/system/files/MultipleMeasuresAssessmentProjectSpring2015StatusReportFinal20150906.pdf>