Assessment for Placement:
The Conversation Continues!

FHDA District Opening Day
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Andrew LaManque, Associate Vice President of Instruction, Foothill College

Casie Wheat, Assessment Center Supervisor, De Anza College

What is Assessment?

Assessment is a **holistic process** through which each college collects information about students in an effort to facilitate their success by **ensuring their appropriate placement into the curriculum**. Examples of this information include the students' English and math skills, study skills, learning skills, aptitudes, goals, educational background/ performance, and the need for special services.

Reference:
http://extranet.cccco.edu/Divisions/StudentServices/ Matriculation/Assessment.aspx

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Specific examples of community college assessment **measures, or tools,** include:

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- ᘓ Placement Tests
- ᘓ High School Transcripts Data (courses taken, grades earned, GPA)
- ᘓ Early Assessment Placement (EAP) Exam Results
- ᘓ Advanced Placement (AP) Exam Results
- ᘓ Other Standardized Tests (CSU's ELM, EPT; SATs; ACTs, TOEFL)
- ᘓ College Coursework
- ᘓ Background Questions (professional, military experience, etc.)
- ᘓ Non-Cognitive Information (grit, motivation, etc.)
- ᘓ Informed Self Placement
- ᘓ Counselor or Faculty Interview

Welcome!

 Introductions

 Warm Up Questions:

   Do you know how we assess our students for placement into English, Reading, English as a Second Language (ESL), and Math courses?

   Do you feel our students are being placed accurately?

   Are there any specific questions that you would like answered today?

There will be a test at the end of this presentation.

Given current assessment research findings, state mandates and California Community College Chancellor's Office (CCCCO) policy changes, how can Foothill- De Anza (FHDA) evolve to better assess our students?

Today's Agenda

- Research & Updates from the Field
- FHDA Assessment for Placement
  - What do other college assessment models look like?
- Half Time Break!
- Placement Testing
  - Common Assessment Adoption Schedule
  - FHDA District Retest Policy – October 9, 2017
- Multiple Measures Assessment Project (MMAP) & Pilot Results
- Early Assessment Program (EAP) at Foothill
- Test!

Current State of Assessment

Nationally, approximately two-thirds of students attending community college are identified as underprepared for college-level academics and are assigned to pre-college remedial (also known as developmental) courses. Remediation rates are even higher among students of color.

Dadgar, M., Collins, L., Schaefer, K. "Placed for Success: How California Community Colleges can improve accuracy of placement in English and math courses, reduce remediation rates, and improve student success." Career Ladders Project, 2015. http://www.careerladdersproject.org/wp-content/uploads/2015/03/CLP_IP_Brief_37_508.pdf . Accessed 8 September 2017.

Research Findings

ℭℜ Research shows that a single standardized assessment tool does **not accurately assess** a community college student's mastery of a subject (Willet & Karandjeff, 2014).

ℭℜ A study on standardized tests and their predictive value for student success in college level courses found that **ONE in every THREE** students were **misplaced** in English and **ONE in every FOUR** were **misplaced** in Math (Scott-Clayton & Belfield, 2012).

Willett, T. & Karandjeff, K. (2014). Stepping Up: Progression in English and math from high school to college. Sacramento, CA: The Research and Planning Group for California Community Colleges.

Scott-Clayton, J., & Rodriguez, O. (2012). Develop-ment, Discouragement, or Diversion? New evidence on the effects of college remediation (NBER Working Paper No. 18328). Cambridge, MA: National Bureau of Economic Research.

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Updates from the Field

ﾂ Title V, Section 55522

ﾂ AB 705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment

Title V, Section 55522

ℰ Colleges must employ at least two evidence-based measures in assessing a student. One of these measures may be an assessment test.

ℰ The measures chosen must be of different formats to allow students multiple opportunities to illustrate their knowledge and readiness. If another test is selected as a multiple measure, it may not be correlated with the first test.

CCCCO Memo: Clarification on—Multiple Measures Used in Student Assessment (9/30/16)

AB 705 (Irwin) Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment PASSED!

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- ℥ AB 705 requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe through the use of multiple measures to achieve this goal.
- ℥ The bill **requires** community colleges to use **high school performance information** when determining a students' readiness for college-level English and math.
- ℥ It also prohibits community colleges from requiring students to enroll in remedial coursework unless research proves that the students are <u>highly unlikely</u> to succeed in college-level coursework.

Has California Found the Answer to More Equitable Developmental Education?

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From an **equity standpoint** this bill [AB 705] **benefits students of color**, as research indicates they do not perform as well on standardized tests, which do not consider students' test-taking ability, stress levels, or social conditions at the time of the exams. The strong consideration of grades is also important, as extensive research has shown them as more effective indicators of overall student success in college. Similarly, an evaluation of a student's high school profile, including both their academic and extracurricular accomplishments, is a more accurate predictor of potential and subsequent success in Math and English rather than exam scores alone.

Preston, Deshawn. "Has California Found the Answer to More Equitable Developmental Education?" Diverse Education. 26 July 2017. http://diverseeducation.com/article/99513/ Accessed 8 September 2017.

FHDA Assessment Model

	Foothill	De Anza
English	• Accuplacer (Test) • High School Transcript Assessment • EAP Result	• Accuplacer & Local Essay (Test)
ESL	• Accuplacer & Essay (Test)	• CELSA & Local Essay (Test)
Math	• Accuplacer (Test) • High School Transcript Assessment • EAP Result	• Accuplacer & Local Calculus Readiness Exam (Test) • High School Transcript Assessment

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Assessment Models from Other Colleges

Bay Area Community College District (CCD)	Assessment Test (Accuplacer, Local,)	Advanced Placement (AP)	Early Assessment Program (EAP)	CSU's ELM & EPT	SATs	ACTs	High School Transcript Assessment	GRE	International Baccalaureate (IB)	College-Level Exam Program (CLEP)
Chabot-Las Positas CCD	x	x	x				x			
Contra Costa CCD	x	x	x	x	x	x	x			
Foothill-De Anza CCD	x	x	x				x			
Marin CCD	x	x	x		x					
Ohlone CCD	x	x	x							
Peralta CCD	x	x					x		x	x
San Francisco CCD	x	x	x		x	x		x	x	
San Jose - Evergreen CCD	x	x					x			
San Mateo CCD	x	x	x				x		x	
West Valley-Mission CCD	x	x	x				x			
California State University (CSUs)		x	x	x	x	x				

Note: This is a list of CCD assessment models, individual college models will vary.

Impact of Placement on Student Life

❧ Review the next few student profiles and discuss with your neighbor(s) about how the placement result impacted the student's life.

Student Profile 1
Self-Reported Ethnicity: Vietnamese
Student is a Member of College Special Population (Athlete, DSPS, Veteran, etc.): No

AY 2015-16	AY 2016-17	AY 2017-18

• Enrollment Status: Part-Time
• Educational Goal: Undecided
• Major: Allied Health
• Placement Test Results: Math only
• Other Coursework/Grades:
  • Basic Skills Math with passing grades
  • GE and/or Elective courses with passing grades
	• Enrollment Status: Full-Time
	• Educational Goal: Transfer to 4-Year
	• Major: Business Admin for Transfer; then changed to Humanities
	• Placement Test Results: English; MMAP Pilot eligible
	  • Accuplacer Placement Test Result: Two Levels Below (ENGL 209, 1A)
	  • High School Transcript Assessment Result: ENGL 1A
	• English Grade Tracking:
	  • ENGL 1A - Fall 2016 - Grade: B
	  • ENGL 1B - Winter 2017 - Grade: B
	• Other Coursework/Grades:
	• College Level Math with passing grades
	  • GE and/or Elective courses with passing grades
		• Enrollment Status: Full-Time

Student Profile 2
Self-Reported Ethnicity: Mexican
Student is a Member of College Special Population (Athlete, DSPS, Veteran, etc.): Yes

AY 2015-16	AY 2016-17	AY 2017-18

• Enrollment Status: Full-Time
 	
• Educational Goal: Obtain AA
 	
• Major: Art; then changed to Business Administration; then changed back to Art
 	
• Placement Test Results:
    • English; MMAP Pilot eligible / Math: Basic Skills
    • Accuplacer Placement Test Result: Three Levels Below (ENGL 209, 110, 1A)
    • High School Transcript Assessment Result: Three Levels Below (ENGL 209, 110, 1A)
 	
• English Grade Tracking:
    • ENGL 209 - Fall 2016 - Grade: W
 	
• Other Coursework/Grades
    • Math 220 - Fall 2016 - Grade: W
    • PE Activity Course - Fall 2016 - Grades: A
	• No Enrollment	• No Enrollment

Student Profile 3
Self-Reported Ethnicity: Pacific Islander
Student is a Member of College Special Population (Athlete, DSPS, Veteran, etc.): Yes

AY 2016-17	AY 2017-18

• Enrollment Status: Full-Time
• Educational Goal: Obtain AA; then changed to Transfer to 4-Year
• Major: Communications; then change to Communication Studies for Transfer
• Placement Test Results: English; MMAP Pilot eligible / Math: Basic Skills
  • Accuplacer Placement Test Result: Three Levels Below (ENGL 209,110, 1A)
  • High School Transcript Assessment Result: ENGL 1A
• English Grade Tracking:
  • ENGL 1A - Fall 2016 - Grade: A
  • ENGL 1B - Winter 2017 - Grade: B
• Other Coursework/Grades:
  • Basic Skills Math with passing grades
  • GE and/or Elective course with passing grades
	• Enrollment Status: Full-Time

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Half Time Break

 Any thoughts, comments, questions?

 Here is what we will tackle next…

  Placement Testing

   Common Assessment Adoption Schedule

   FHDA District Retest Policy – October 9, 2017

  Multiple Measures Assessment Project (MMAP) & Pilot Results

  Early Assessment Program (EAP) at Foothill

  Q&A

Placement Testing: Common Assessment Initiative (CAI)

- Common Assessment = The California Community College Placement Test

- The CAI platform will display student common assessment results to all colleges where the student has applied

- SB 1456 requires that colleges choosing to use a placement test must use the Common Assessment or lose SSSP funding

- De Anza is a CAI pilot college

- Anticipated FHDA Adoption Date:
  - De Anza - Fall 2018
  - Foothill – Spring 2019

CAI Competency Maps

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ꙮ The common assessment will have *competencies*, not cut scores, which will be used to place students into courses.

ꙮ Competency maps will be assessed for validity and reviewed for disproportionate impact on student groups, if any.

ꙮ When Foothill and De Anza adopt the common assessment, how will department competency maps impact student placement? Enrollment at your campus? Enrollment for our district?

℞ Foothill – Math Competency Map Example

	235/230	220	105
Expressions, Equations, Inequalities, and Functions			
Competency Statements: *Construct*			
Choose and produce an equivalent form of an expression or equation to reveal and explain properties of the quantity represented by the expression or equation. • Factor a simple quadratic equation to reveal the zeros. • Factor a simple binomial or trinomial expressio*n* . • Combine basic rational expressions with unlike denominators.			X
$3x_8$ Simplify basic expressions with integer exponents (i.e. basic laws of exponents), such as $15x_{12}$. Simplify simple rational and radical expressions (limited to square roots), such as $1\,\frac{\square}{x}$, $8x_7$, *or* $3\ 18x_3\,5x\ 50x$. $x_2\,\frac{\square}{x}$		X	
Find and simplify basic intersections and unions of sets and intervals and express the results using appropriate notation, including roster notation, set-builder notation, and interval notation.			X

℞ De Anza – EWRT Competency Map Example

Common Assessment Initiative | Assessment Competencies for English and Reading

Reading				
Reading Materials	Authentic text (print materials that occur naturally in the lives of learners outside of their classrooms)	More complex authentic text (print materials that occur naturally in the lives of learners outside of their classrooms)	Expository or academic fiction or non-fiction text	More complex expository or academic fiction or non-fiction text
Levels Below Transfer	4	3	2	1
Reading – 1: Acquire and Use Vocabulary	Demonstrate understanding of words and phrases acquired through conversations, reading authentic texts, and being read to.	Demonstrate understanding of general academic language from authentic business and mass media sources.	Demonstrate understanding of general academic and technical words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Demonstrate a nuanced understanding of general academic, technical, and domain- specific words and phrases, sufficient for reading and writing at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
Course for which this is a Prerequisite skill	EWRT 200	EWRT 211	EWRT 1A	EWRT 1A

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Placement Testing: District Retest Policy

On **October 9, 2017**, Foothill and De Anza will adopt a new retest policy.

This will impact our students testing for Winter Quarter placement.

Foothill-De Anza Community College District
Placement Testing Retest Policy
Revised 3.2.17

Note: FHDA would like to note that the policy will be reviewed prior to the implementation of the Common Assessment Initiative (CAI) test.

Overview
The Foothill-De Anza Community College District recognizes the importance to student success of correct placement in our courses. To that end, the district has designed the following policies to help students achieve the most appropriate placement:

Retesting
After taking a placement test at either Foothill or De Anza College, students may retake the English, ESL, Reading, Math placement tests one (1) time at either Foothill or De Anza College, not both, within a six (6) month period of the initial date of a placement. However, students cannot retest in a subject if they have earned a D, F, NP or I grade in the subject/course sequence in which they are seeking a new placement.

Before retesting, students are strongly encouraged to prepare and review for the retest. Test preparation and review information can be found at:

De Anza: https://www.deanza.edu/admissions/placement/samples.html

Foothill: http://foothill.edu/placement/testprep.php

Use of the Placement Score
The student may enroll in the classes noted from their first placement exam or from the retest exam.

Expiration of Assessment Results
Assessment results do not expire. However, a student may choose to retest two (2) years from the last recorded placement test date if the student has not earned a D, F, NP or I grade in the subject/course sequence in which they are seeking a new placement.

Challenges/Appeals
Challenges to placements should be directed to the appropriate Division Office.

Exceptions
Students participating in Math and English Summer Bridge programs are allowed an additional retest during the program.

Multiple Measures Assessment Project (MMAP)

ে Research shows that placement tests under-place our students, especially our underrepresented populations

ে Using California high school and community college data, the Educational Results Partnership and the Research and Planning (RP) Group have developed decision models with:
  ে High school GPA,
  ে High school courses taken, and
  ে Grades earned.

ে Decisions models maintain a 70% likelihood of student success in the course

MMAP Math Pilot Decision Rules @ FH & DA

MMAP MATH – High School Transcript Assessment for Placement

	GPA is 3.3 or higher	GPA ≥ 3.2	GPA ≥ 3.1	GPA ≥ 3.0	GPA ≥ 2.9	GPA ≥ 2.8	GPA ≥ 2.7	GPA ≥ 2.6	GPA ≥ 2.5	GPA ≥ 2.4	GPA ≥ 2.3	GPA ≥ 2.2	GPA ≥ 2.1	GPA ≥ 2.0	GPA is less than 2.0
Calculus 1 (C or better)[a]	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg
Pre-Calculus (C or better)	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg
Trigonometry (C or better)	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Alg 2	Alg 2	Alg 1	Alg 1	Alg 1	Alg 1	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg
Algebra 2 (C or better)	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Alg 2	Alg 2	Alg 1	Alg 1	Alg 1	Alg 1	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg
Algebra 1 (C or better)	Stats/GE	Stats/GE	Stats/GE	Stats/GE	Alg 2	Alg 2	Alg 1	Alg 1	Alg 1	Alg 1	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg
All other	Alg 1	Alg 1	Alg 1	Alg 1	Alg 1	Alg 1	Alg 1	Alg 1	Alg 1	Alg 1	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg	Pre-Alg

Based on MMAP Decision Rules Set, Phase II, Transfer-Level Math Courses for GE Pathways

- Based on total non-weighted GPA. Do not include weighted, academic, term based, or yearly GPA.
- Highest math course taken in high school by increasing difficulty.

	Stats/GE Math 10, 11, 41, 44, 46
	Stats/GE Math 10, 11, 41, 44, 46
	Alg 2 Math 114
	Alg 1 Math 212
	Pre-Alg Math 210
	Pre-Alg Math 210

Foothill MMAP Math Pilot
Placing students in Math 105 & Math 10 only.

De Anza MMAP Math Pilot
Placing students up to Math 10, 11, 44, 46, 41.

Foothill MMAP Math Pilot Results Fall 2016

Subject			Success		Nonsuccess		Withdrew		Total	
			Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
ENGL 1A	MMAP	**Targeted**	**32**	**67%**	**11**	**23%**	**5**	**10%**	**48**	**100%**
		Others	60	88%	4	6%	4	6%	68	100%
		Total	92	79%	15	13%	9	8%	116	100%
	Others	**Targeted**	**224**	**72%**	**48**	**16%**	**37**	**12%**	**309**	**100%**
		Others	312	76%	60	15%	37	9%	409	100%
		Total	536	75%	108	15%	74	10%	718	100%

De Anza MMAP Math Pilot Preliminary Results

 33% of students (1,280 students out of 3,884) who took a Accuplacer (ACCU) math placement test received a high school transcript assessment (HST) placement.

 Of those that were assessed:
   - **35%** of student's HST placement were **higher** than ACCU results
   - **38%** of student's ACCU results were the **same** as the HST placement
   - **24%** of student's HST placement were **lower** than ACCU results

Foothill's MMAP English Pilot Decision Rules

Transcript included up to 11th Grade data	Transcript included 12th Grade data
Transfer Level = ENGL 1A • 2.6 GPA (or higher)	**Transfer Level = ENGL 1A** • 2.6 GPA (or higher)
1 Level Below = ENGL 110 (to 1A) or 1S (to 1T) • 2.3 to 2.5 GPA	**1 Level Below, Reading = ENGL 209 (to 1A)** There were two entry options: • 2.4 to 2.5 GPA AND a high school 12th grade English course grade of "C" or better • 1.7 GPA AND a high school 12th grade English course grade of "C+" or better
1 Level Below, Reading = ENGL 209 (to 1A) • 2.2 GPA	**1 Level Below = ENGL 110 (to 1A) or 1S (to 1T)** • 2.2 to 2.3 GPA AND a high school 12th grade English course grade of "C" or better
2 Levels Below = **ENGL 209 (to 110 to 1A) or ENGL 1S (to 1T)** • 2.0 to 2.1 GPA	**2 Levels Below =** **ENGL 209 (to 110 to 1A) or ENGL 1S (to 1T)** • 1.8 to 2.1 GPA AND a high school 12th grade English course grade of "D" or better

Note:
• Students can enroll directly into ENGL 209 (to 110 to 1A) without a placement test.

Foothill MMAP English Pilot Preliminary Results

 The results in fall 2017 are consistent with the data from 2016 – roughly 40% of students are placed higher using high school GPA and course grade, along with the test result.

Early Assessment Program (EAP)

- All California 11th Grade students take the California Assessment of Student Performance and Progress (CAASPP):
  - English Language Arts/Literacy Assessment
  - Mathematics Assessment
  - Note: Also known as Smarter Balanced Summative Assessment

- K12 has partnered with the California State University (CSU) system to determine placement into college courses using CAASPP results. This is known as the **Early Assessment Program (EAP)**. Now, some community colleges are adopting EAP results.

EAP Results for CSU Placement

- **Standard Exceeded** = CSU College Level Ready
  - Exempt from CSU placement tests

- **Conditionally Ready** = CSU Standard Met
  - Conditionally ready for college level coursework (pending 12th grade coursework)
  - Possibly exempt from CSU placement tests

- **Not Yet Ready** = CSU Standard Nearly Met
  - Need additional preparation in 12th Grade
  - Required to take CSU placement tests

- **Not Ready** = CSU Standard Not Met
  - Needs to demonstrate substantial improvement to be successful in college level course work
  - Required to take CSU placement tests

Foothill's EAP Policy

ﬨ Foothill accepts a result of "Standard Exceeded" to indicate that a student has demonstrated the level of skills acquired through three years of rigorous college preparatory coursework in the subject, math or English.

EAP Test	EAP Result	Course Placement
Math	Standard Exceeded	Math 10, 11, 44, 48A
English	Standard Exceeded	English 1A

ﬨ Can we consider other EAP results for placement at FHDA?

De Anza's EAP Policy

 We are currently <u>not accepting</u> the EAP for placement; however, conversations are ongoing…

FHDA Assessment for Placement & ESL Course Sequences

- What additional assessment tools, alongside the placement test, can we use to place our English second language learners into ESL classes?

- Examples of assessment tools for ESL include, but are not limited to: English proficiency exams (TOEFEL, iTEP), IB course credit, SAT results, and faculty assessment/ interview.

- Keep in mind that both Foothill and De Anza have robust ESL populations, which include our full-time International Student Programs (ISP) students.

Final Thoughts?

Given current assessment research findings, state mandates and California Community College Chancellor's Office (CCCCO) policy changes, **how can Foothill- De Anza (FHDA) evolve to better assess our students?**

Contact Information

Andrew LaManque

lamanqueandrew@fhda.edu

650-949-7179

Casie Wheat

wheatcasie@fhda.edu

408-864-8642