Multiple Measures Placement Using High School GPA

June, 2015

Michael Orkin, Ph.D.
Vice Chancellor of Educational Services
Peralta Community College District
Student Success Task Force, December, 2012

“More than 70% of community college students enter the system under-prepared to do college-level work. A majority of these are first generation college students, low-income, and/or underrepresented groups.”
What does it mean to be **under-prepared**?
Low scores on standardized tests
Outcome: Placement in remedial classes
Remedial class placement leads to reduced chance of completion.
Standardized tests are poor predictors of college success.
High school grades are better predictors.
John Hetts, PhD (Flex Day, January, 2015)
Standardized tests systematically underestimate student capacity
• Students of color
• First generation college students
• Lower SES
• Women
Multiple measures using GPA is a fairer and more accurate predictor of college performance/completion
Assessment should predict how students will perform at our colleges

- Standardized tests best predict standardized tests
- Classroom performance best predicts classroom performance
“Considering that over half of new students are placed into below transfer-level courses, and that this rate is significantly higher among certain demographic groups, it is of critical importance to make sure that placement processes are not functioning to the disadvantage of any students.”
Peralta Institutional Research
Disproportionate Impact Report, May, 2015

English: Transfer level courses
“Disproportionate impact for African American, Asian, and Hispanic students”

Math: Transfer level courses
“Disproportionate impact for African American and Hispanic students”
Standardized Test

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM! PLEASE CLIMB THAT TREE
Why use GPA?

• “It’s a methodological dream come true” (Hetts)

• GPA measures across time, instructor, content, assessment methods, so real deficiencies must occur across multiple factors

• Standardized test - Random error: You had a bad day
Long Beach City College

• Using COMPASS:
  – In English, 60% of students who were placed in remedial courses earned A’s or B’s in that subject in high school
  – 35% of students placed in transfer-level English received C’s and D’s in high school … 53% went on to fail that course
LBCC Promise Pathways

Students were 4 times more likely to be placed in transfer level English.
Almost 4 times more likely to be placed in transfer level Math
LBCC Promise Pathways success rates in transfer-level courses Fall 2012

- Transfer Level English:
  - Non-Pathways: 64%
  - Promise Pathways: 62%

- Transfer Level Math:
  - Non-Pathways: 55%
  - Promise Pathways: 51%

Neither of these differences approach significance, p > .30
Grossmont-Cuyamaca

• 95% of students with high grades in 12th grade English were placed into remedial English

• When students with A or B were placed directly into transfer-level English, 86% were successful on their first try
“LBCC quadrupled the proportion of entering students allowed to take college-level math courses...

It would be a mistake for any college not to join the effort to give students credit for their high school course-taking.”

Eloy Ortiz Oakley, Superintendent/President, LBCC
Multiple Measures Assessment Project

• MMAP research team & RP Group
• Component of the Common Assessment Initiative
• Analyzed high school performance data to create models that predict success in CC English & math
• Focused on predictive validity and reducing inappropriate under-placement
Multiple Measures High School Variables Model Summary

March 16, 2015

Introduction

This model summary document is for Multiple Measures Assessment Project (MMAP) pilot colleges as part of the Common Assessment Initiative (CAI). Below are a set of rules for predicting success in community college English and math courses based upon high school data. These rules can be used to inform placement of those students for whom CalPASS Plus has high school transcript and performance data available. Pilot colleges should also have incoming students continue to participate in the current placement system (e.g., standardized tests or essays). The multiple measures rule sets are designed to be used disjunctively with assessment testing data. That is, students should receive a placement based on analysis of both the local assessment test and the multiple measures. In many cases, the two approaches will converge, but where they diverge, it is recommended students should receive the higher (or “better”) of the two. Additionally, there may be cases where a student has insufficient high school information to use with these rule sets, in which case other multiple measures information (currently under development if not already in place) would need to be applied. Pilot colleges should also follow any existing course articulation agreements with local high schools, including accepting advanced placement (AP) test scores or early assessment program (EAP) scores.

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Peralta Multiple Measures Pilot

• Roll-out in Spring 2016
• Use decision rule for GPA from Multiple Measures Assessment Project
• Automate results
• Disjunctive Decision Rule: Student placed by better of two results – GPA and standardized test
Faculty Involvement

- Math and English faculty from all 4 colleges agreed to decision rule
- High School faculty part of discussion
Data Sharing

• CalPASS Plus data sharing – overseen by Peralta Institutional Research
• MOU establishing sharing of student data between institutions in compliance with FERPA needed to support pilot. MOUs signed with Oakland and Alameda, Berkeley to follow.
Data Processing

• MMAP criteria are applied using a computer program to produce a placement recommendation for each student.

• This information, along with transcript data is made available to counselors for meeting with students, reviewing assessment scores and clearing students to enroll in courses.
Counselors

- Multiple measures pilot discussed in SSSP and CFT committees, VP/Deans, DEC
- Explanation to counselors from AVC
- Limited training to date, roll-out in September
Moving Forward

• Additional Automation
• Additional Data Sharing
• Monitoring, Evaluation and Improvement – IR will track students who are placed in courses at each level. Success rates will be examined.
• Collaboration with MMAP and RP Group to improve precision of placement rules.
References
