Student Success and Support Program
West Los Angeles College
Math and English Department Meeting

Assessment and Multiple Measures
Agenda
May 20, 2015

Welcome: Patricia Banday-Coordinator of Student Success and Support Program

WLAC Placement: Rebecca Tillberg-Dean of Institutional Research and Planning / Sarah Doerrrer-Research Assistant

Guest Speakers:

John J. Hetts, Ph.D., is the Senior Director of Data Science at Educational Results Partnership. Building on twenty years of experience in instruction and research in higher education, his work focuses on identifying untapped potential in educational data. His work on predictive modeling of student placement into and performance in foundational courses as the Director of Institutional Research at Long Beach City College won the 2012 RP Group Best College Research and the 2014 ACCCA Mertes awards. He received his doctorate from UCLA in Social Psychology with a specialization in Measurement and Psychometrics and holds a B.A. with Distinction and Honors from Stanford University.

Dr. Deborah L. Harrington is the Dean of Student Success for the Los Angeles Community College District (LACCD) and the Executive Director and Project Administrator for the California Community Colleges’ Success Network (3CSN). She serves on several statewide committees including the Advisory Committee on Legislation, the Futures Commission, and the Basic Skills Advisory Committee. Dr. Harrington is the Founding Director of the Faculty Teaching and Learning Academy (FTLA) and the Founding Director of the statewide Basic Skills Initiative Leadership Institute (BSILI), 3CSN’s leadership community, which is one of ten finalists for the 2015 Bellwether Award in the category of Planning, Governance, and Finance. 3CSN’s other communities of practice, including its Reading Apprenticeship Project and California Acceleration Project, have also been recognized as research-driven initiatives resulting in significant increases in student achievement.

Questions & items from the floor.
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Sign In Sheet
1. H. Freeman
2. 
3. Rebecca Lake
4. Matt Robertson
5. Maruschak Norisyan
6. William J. Bick
7. Clay Norris
8. Lou Cumpson
9. Sarah Dazzler
10. Jeremy Tannons
11. Dr. Harrington
12. Susan Fong
13. 
14. 
15. 
16. 
17. 
18. 
19. 
20. 
**West Los Angeles College**

**English and ESL Placement Model: Multiple Measures**

2015

### Multiple Measures

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Less than 3 units</th>
<th>3-5 Units</th>
<th>6-8 units</th>
<th>9-11 units</th>
<th>12 units or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many units do you plan to take?</td>
<td>Points</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-1</td>
<td>-2</td>
</tr>
<tr>
<td>How many hours per week do you plan to work at your job?</td>
<td>Points</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>-1</td>
<td>-2</td>
</tr>
<tr>
<td>What grade did you receive in your last English or ESL class?</td>
<td>Points</td>
<td>+3</td>
<td>+2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How often do you read books or novels?</td>
<td>Points</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
</tr>
<tr>
<td>(ENL Only) What was your high school G.P.A.?</td>
<td>Points</td>
<td>+3</td>
<td>+2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>(ESL Only) How good is your writing in your native language? I think I do a good job writing:</td>
<td>Points</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>+1</td>
<td>+2</td>
</tr>
</tbody>
</table>

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*Note: The table contains a mix of questions and corresponding answer options with point values assigned to each option.*
Let Icarus Fly:
The Four Cornerstones of Gateway Course Completion and Success for All Our Students
West Los Angeles College
May 8, 2015
John J. Helts, Ph.D.
Senior Director of Data Science
Educational Results Partnership
jhelts@acarell.org
@jhelts

Overview
- Standardized assessment systematically and substantially underestimates student capacity
- Particularly for students of color, low income students, first generation college students, women
- Four evidence-based cornerstones on which to rebuild community college outcomes
- Range of cost but exceptionally high ROI
  - To students, colleges, the state – all of us
- Tremendous completion, equity, and real world implications

First, Classics:
Daedalus and Icarus
- Daedalus crafted the labyrinth of inescapable complexity for King Minos
- To escape from Minos, Daedalus built wings of feather and wax for his son Icarus and himself
- Don't fly too high, lest sun melt the wax and you plummet to your doom
- Changes of innovative incentives, hazards.
- Importance of knowing your limits, adhering to your inner idiot
- But most of us forget the rest of that story...

But first, I digress
A little classics, a little econ, and a little probability

A little macroeconomics:
Great Recession in CA, BLS data

And a quick probability estimation
- Imagine you're told that an event is highly unlikely to occur
- Take a moment to decide the maximum probability of that event's occurrence between 1-100% that you would accept as consistent with a description of "highly unlikely"
What If the Conventional Wisdom is Wrong?

- Research increasingly questions effectiveness of standardized assessment for understanding student capacity
- Little relation to college course outcomes. (e.g., Betiford & Onoko, 2012; Edgescorme, 2011; Scott-Clayton, 2012; Scott-Clayton & Roschlau, 2013; NACSRCAress)
- NACSR, 2012: incredible variability in cut scores; 2-year colleges often use HIGHER cut scores than 4-year. [link to NACSR]
- His & Frank, 2014: underestimates capability of students of color; women, first-generation college students, low SES, [link to Defining Primers]

Four transformative cornerstones

Utility of HS information to improve assessment

- 2008: Willett, Hayward, & Dahlstrom
  11th grade HS variables as early alarm mechanism for discipline assessment
- 2011: Martinez
  self-reported HS variables as more powerful predictors of college completion
- 2012: Hetts, Fuemmayor, & Rothstein
  strong predictive utility of HS GPA and grade in discipline for course performance
- 2014: Willett & Karanjeet
  replication of 2012 research by 12 colleges (STEPS)
  MMAP: Multiple Measures Assessment Project

Cornerstone 1: Improving assessment through evidence-based multiple measures

Resources/references:
- [link to document]
- [link to resource1]
- [link to resource2]
- [link to resource3]
Before I show you the success rates...

- What are the standards for including a prerequisite on a course?

- Prerequisites can be required if:
  - Needed for health and safety of students
  - Required by statute or rule
  - If student would be highly unlikely to successfully complete the course if the prerequisite wasn't fulfilled first.

Success rates in transfer-level courses

Equity Impact: F2011 Baseline Equity Gaps for 2-year rates of achievement

Equity Impact: F2012 2-year rates of achievement

MMAP Overview

- Statewide replication of use of high school information via CalPASS Plus
- Uses classification and regression trees (CART) to organize students into highly similar performance groups
- Allows for very complex, non-linear effects and robust to missing variables
- Rule set development: placement where past students with those characteristics achieved a C- or better in course
- All colleges welcome to join or follow along with pilot effort (22 and counting!)
  - http://calflawerprep2015
  - Mappreadinessdata.com
  - 714-380-3078

Multiple Measures Assessment Project: Potential Impact of conservative statewide Implementation
Evaluation of 2011-2012 pilot year of California Acceleration Project

- Compare outcomes of accelerated students vs. similar students enrolled in traditional English and math basic skills sequences
- Students followed through spring 2013
- 18 accelerated pathways at 16 colleges
- 1,836 accelerated English students & 22,354 comparison students with complete data
- 653 accelerated math students & 23,607 comparison students with complete data

Summary of Findings

- Large and robust effects of acceleration that work for
  - Students of all backgrounds
  - Students at all placement levels
- Quality of implementation mattered

CAP increased odds of transfer-level course completion in two years

Regression Adjusted Effects - English

0%
50%
10%
20%
30%
40%
50%

Transfer Level
Completion

0%
21%
17%
12%
10%
6%

All English CAP Pathways
Low Acceleration English Pathways
High Acceleration English Pathways
All Math CAP Pathways

Completion of transfer-level math by ethnicity

0%
10%
20%
30%
40%
50%
60%

Transfer Level Completion (%) at 1 year

0%
10%
20%
30%
40%

All Transfer Math Completion (%) at 1 year

0%
10%
20%
30%
40%
50%

All Transfer Math Completion (%) at 1 year

0%
10%
20%
30%
40%

All Transfer Math Completion (%) at 1 year

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30%
40%

All Transfer Math Completion (%) at 1 year

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30%
40%

All Transfer Math Completion (%) at 1 year
Developmental Math Reform –
Virginia Community College System

- Introduces new instrument (VPI-MATH)
- Intentionally increased percentage assigned to college-level math

Increased Enrollment in College Math

- STEM college math enrollments increased more than liberal arts college math enrollments

Successful Completion of College Math Declined

- Of those placed at college level and that enrolled, successful completion rates declined after introduction of the VPI.

Significantly More Students Successfully Completed College Math

- Far larger percentage of STEM students successfully completed entry-level college math in first year

Replication of CCBC ALP model

- ALP model involves:
  - Enrollment directly in college-level English (mainstreamed)
  - Concurrent enrollment in just-in-time companion developmental English course taught by same instructor
  - Four early implementers at or near scale

Cornerstone 4: Corequisite models

Resources/references:
- http://ala-deved.org
Impact of putting one more of the four cornerstones in place

Potential Needs for Professional Development and Other Support to Optimize Outcomes
- Transfer level courses
  - E.g., 1st-year students in first year English again
- Developmental courses
  - E.g., 4th-year students in 1st-year English again
- Faculty re-training support
- Student support services
  - E.g., how to interpret and implement additional evidence of student capacity
- Unlearning of previous narrative
  - Counselors
  - Assessment and articulation staff
  - Foundational skills faculty
  - Administrators
- Enrollment management
- Curriculum development and redesign
- Rebuilding relationships and trust of students and K-12 partners
- Institutional research skills and capacity
  - Understanding modeling and analytics

What might this mean for our institutions?
- Improved outcomes for our students
  - And taking less time to achieve them
- Improved behavior from our students
- Better prepared students
- Higher quality data to better understand student performance and interventions
- Improved targeting of interventions
- *New May 2015 Budget Revise developments

2015 May Budget Revision Notes

- Community colleges in improving delivery of basic skills instruction by adopting or expanding the use of evidence-based models of placement, remediation, and student support that accelerate the progress of underprepared students toward achieving postsecondary educational and career goals.
- An increase of $2 million Proposition 98 General Fund for a pilot program to provide incentives to community college districts and the CSU to coordinate their efforts to provide instruction in basic skills to incoming CSU students in an efficient and effective way.
- An increase of $1.5 million Proposition 98 General Fund to further close achievement gaps in access and achievement in underrepresented student groups, as identified in local Student Equity Plans.

What might this mean for our students?
- LBCC saved students >10,000 semesters (5000 years) of unneeded remediation in first three years.
  - $250 per course for student (plus book)
  - $750 per course for state
- Dramatic opportunity costs of college reduced
  - Median salary of "some college" is $30,000/year
  - Don’t lose their first year or median salary though, they lose their last year.