

MULTIPLE MEASURES IN ASSESSMENT

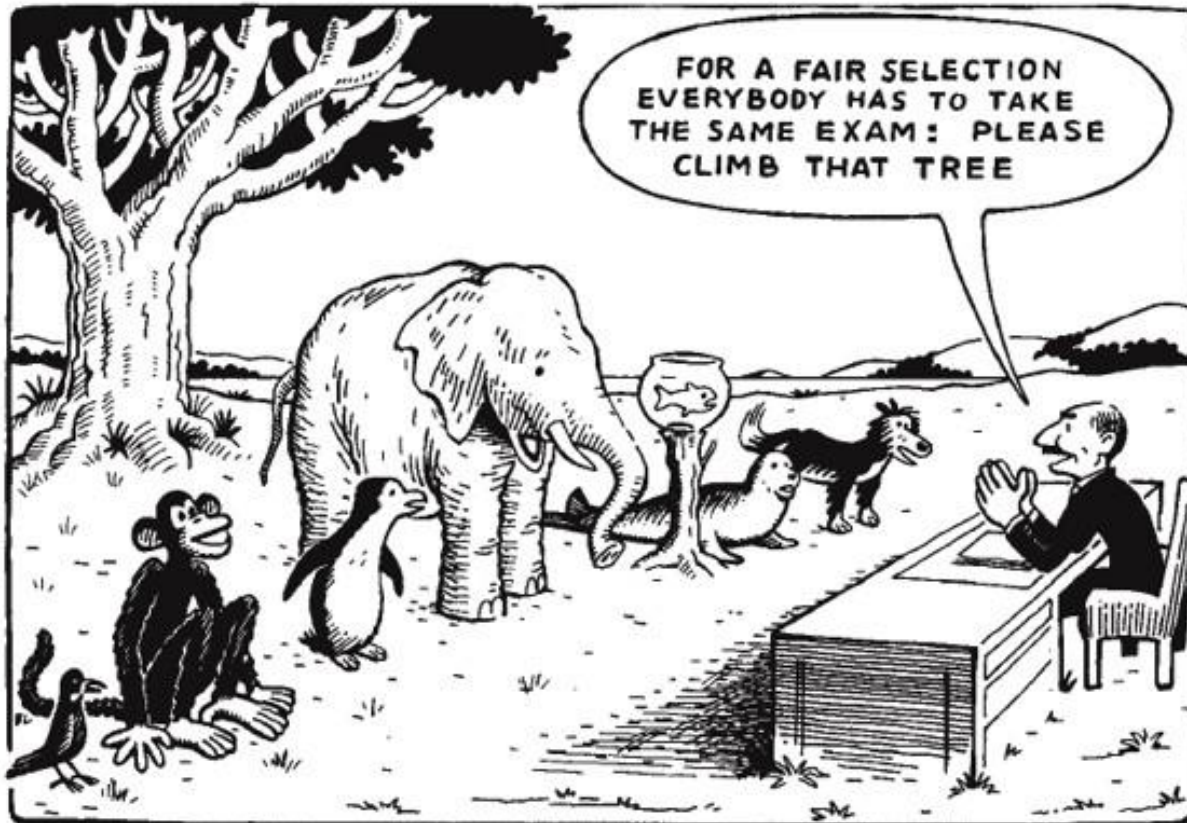
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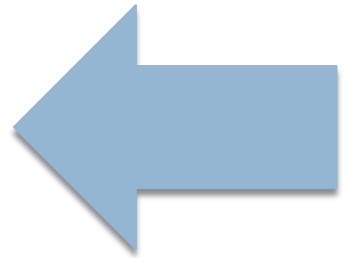
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- How do we know that a student will be successful in a course or program?

Multiple Measures for Placement

- How do we know if a student is likely to be successful in a course or program?
 - ▣ Student completes a prerequisite OR
 - ▣ College utilizes a placement process
 - involves assessments
 - more than one
 - must measure different indicators



Why are We Interested in Multiple Measures?

- Clayton, Crosta, and Belfield (2012) note that “roughly one in four test-takers in math and one in three test-takers in English are severely mis-assigned, with severe underplacements in remediation much more common than severe over-placements in college level coursework”

Source: Clayton, Crosta, Belfield (Oct 2012) Improving the Targeting of Treatment: Evidence from College Remediation. National Bureau of Economic Research

What's Wrong With One Measure?

- Single measure:
 - incomplete
 - inaccurate
 - costly
 - student time
 - student success
 - apportionment \$\$



Title 5 Language

- §55502 (Definitions) (i) “Multiple Measures”
 - required component of district's assessment system
 - use of more than one assessment measure to assess student
 - may comprise, but not limited to:
 - interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience

Title 5 Language

- §55522 (Assessment) (a): 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
- §53200 (Academic Senates): Faculty academic senate responsible for making recommendations concerning standards or policies regarding student preparation and success

Practical Implication:

- Cannot place student on basis of one indicator by itself – rather, must use “multiple measures” to assess readiness and place student into appropriate course or program
- Must be completed PRIOR to placement

Which Multiple Measures to Use, and How to Apply Them?

- Determined locally
- Most colleges use an “assessment test” as one of their multiple measures
 - ▣ must be validated (§55522(a)(1))
 - ▣ described in detail in MM paper
- When deciding, what are the roles of...
 - ▣ academic senate?
 - ▣ counselors?
 - ▣ discipline faculty?

Show Me The Data!

- Measures must be data-driven (rather than because of ease and/or portability)
- Locally determined – collection and/or analysis specific to local student population
- Validation and placement processes at your college?
At minimum should:
 - be written down
 - involve discipline faculty and student services
 - address mechanism for data collection and analysis
 - provide for periodic review

Soooo... Who decides?

- **Discipline Faculty**
 - ▣ determine skill sets needed for target course and how best to assess these
- **Discipline Faculty and Counselors Collaborate to:**
 - ▣ determine how measures are applied for placement
 - ▣ participate in assessment of placement process
- **Collaboration with College Researcher**

Benefits and Challenges of Multiple Measures



Next Steps



Short Term Fix – Appendix C

Common Assessment

Multiple Measurements

Common Core