Statewide Initiatives

Common Assessment
Online Education
Education Planning

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California Community College league
Excellence in Trusteeship Regional Training
Bakersfield College
May 9, 2014
Project Overview
Common Assessment Initiative
Over 30 different assessments used by colleges

2008 Consultation Council Taskforce on Assessment

Majority of colleges do not accept placement results from other community colleges resulting in...

- Additional costs and student frustration
- No savings from economies of scale
- Inconsistent messaging to high school students regarding collegiate academic standards
• Tests place too many students in remedial programs (LBCC)

  Long Beach Promise Pathways Study

  – In English, 60% of students who placed in the developmental sequence had earned A’s or B’s in high school English

  – Almost 35% of students who placed into transfer-level English had received C’s and D’s in high school—and went on to fail that course at a rate of 53%, a much higher failure rate than other students
Stepping Up
Progression in English and Math From High School to College

Student Transcript-Enhanced Placement Project
Research Brief | February 2014

TERRENCE WILLETT AND
KELLEY KARANDJEFF

www.RPGroup.org
Stepping Up Findings (11 CC’s)

• “High school transcript data have significant relevance and utility to the college placement process.”

• Calif. Standardized Tests associated with Placement Test Results (Tests predict Tests)

• Grades in HS associated with College English Grades (Grades forecast Grades)

• “Levels of math completed and non-math GPA in high school can have some value in predicting success in college math”
Gates Funded – CalPASS Lead
Multiple Measures Assessment Project

• **Key Objectives**
  - System wide research based upon RPgroup Student Transcript-Enhanced Placement Project (STEPS) project and LBCC
  - Data warehouse
    - Placement test data, MIS data, CCCApply
    - High school transcripts and tests (Cal-PASS Plus)
  - Analytic tools for placement decisions
  - Local data interface for student level decisions
  - Faculty and 10 pilot colleges engaged throughout
Student Success Legislation

2011-12 Student Success Taskforce lead to legislation targeting Assessment, Orientation, Counseling/Advising, Student Education Plans

AB 743 - establish a common assessment system to be used as one of multiple measures, consistent with existing regulations, for the purposes of community college placement and advisement.

SB 1456 - As a condition of receipt of matriculation funds, requires colleges to adopt common assessment if the college uses standardized assessment tests (when available)
Common Assessment Initiative

• **Key Objectives**
  – General Purpose Assessment Platform
    • Math
    • English
    • English as a second language (ESL)
  – Assessment Preparation
  – Multiple Measures (fold in CalPASS/Gates work)
  – Professional development
  – Integrate data across the system (data warehouse)
• **Separate Testing Platform from Content**
  
  - Placement Tests
  - Practice Tests
  - Credit by Exam
  - Online Courses
  - Professional Development
  - General testing offering for the colleges

  - Single Source for Support
  - Mitigates vendor lock

• Allows for best of breed selection and modification of placement test content (Math, English, ESL)
Common Assessment Multiple Measures

• Key Objectives
  Based on millions of students earlier placement success (or not)

  CCCApply data
  + HS Grades and Highest Level Attained
  + Standardized Test Results
  + Placement Test Results

= Predict Best Placement in College
Common Assessment Partners

Common Assessment Initiative Grant – Up to $8M/year

Butte College – CCC Technology Center
  Working with governance
  Conduct RFP to select assessment platform

San Joaquin Delta College – CalPASS
  Data warehouse
  • CCC Academic Senate + SJDC (CalPASS)
  • Acquire/develop placement tests & multiple measures

Saddleback College
  Professional development
Online Education Initiative
Governor’s Initiative

- Get students to a degree faster.
- Online Ed may act as a safety valve for the system.
- Impacted on campus courses may alternately be taken at another college that offers them online.
Main Components

• **Consortium**
  – Establish policies and procedures
    • Reciprocity, articulation, streamline matriculation
• **Common course management system**
• **Support associate degree for transfer online**
  – Develop quality standards
  – Provide a course resource repository
Main Components

• Support other degree applicable courses
• Support basic skills instruction
  – Skill diagnosis tools
  – Tutorial resources
• Improve success in online courses/programs
  – Emphasis on underserved & underrepresented students
Main Components

• Facilitate credit by exam
  – Alternative instruction methods (i.e. MOOCs)
  – Veterans

• Provide professional development
  – Faculty online teaching certification

• Develop online student support tools
  – Counseling/advising
  – Tutoring/writing center
Educational Planning Initiative
Fewer Students are Completing

“Graduation rates also are low at CCC … with only 23 percent of full-time CCC students graduating or transferring within three years …”

The 2013-14 Analysis of the Higher Education Budget. Legislative Analyst’s Office

Many Students Take Far Too Many Courses

- Changing majors repeatedly
- Repeating courses to improve grades
- Required courses unavailable so take others for Financial aid eligibility
- Articulation problems
- Interest in the course subject
- Perceived employment opportunity enhancement

“In 2011–12, CCC provided instruction to more than 350,000 students who already had earned 60 or more degree-applicable semester units. Of these students, nearly 95,000 had earned more than 90 units.”

The 2013-14 Analysis of the Higher Education Budget. Legislative Analyst’s Office
Education Planning Goals

• Clarify Education Goals and Plan for Success
  • 1 in 5 Undecided
  • Many change majors multiple times

• Help Students Make Informed Choices
  • Unstructured information, Too many websites
  • Students give up early on
  • Students need structured pathways, eliminate complexity

• Assist Under Resourced Counseling Services
  • 1800+ to 1 Student to Counselor Ratio
  • Leverage Technology to Assist Counselors
Key Objectives

- Student Portal to consolidate, personalize, and sequence information & activities
- Message students to promote positive actions
- Provide online planning and guidance services
  - Support all colleges
  - With or without existing education planning systems / degree audit
- Integrate academic data from across the system
  - Articulation, Transcripts, Courses/Programs
<table>
<thead>
<tr>
<th>Portal – Messaging Students</th>
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</thead>
<tbody>
<tr>
<td><strong>Apply for Admission</strong></td>
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<tr>
<td>Order Transcripts</td>
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<tr>
<td>Education Planning</td>
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<tr>
<td>Orientation</td>
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<tr>
<td>Financial Aid</td>
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<tr>
<td>Time Management</td>
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<td>Transportation</td>
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<td>Child Care</td>
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<td>Test Anxiety</td>
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<td>Substance Abuse</td>
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<td>Food Assistance</td>
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<tr>
<td>Academic counseling/advising</td>
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<tr>
<td>Basic skills (reading, writing, math)</td>
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<tr>
<td>CalWorks</td>
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<tr>
<td>Career planning</td>
</tr>
<tr>
<td><strong>Counseling - personal</strong></td>
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<tr>
<td><strong>DSPS - Disabled</strong></td>
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<tr>
<td><strong>Student Programs and Services</strong></td>
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<tr>
<td><strong>EOPS - Extended Opportunity</strong></td>
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<tr>
<td><strong>Programs and Services</strong></td>
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<tr>
<td><strong>ESL - English as a Second Language</strong></td>
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<tr>
<td><strong>Health services</strong></td>
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<tr>
<td><strong>Housing information</strong></td>
</tr>
<tr>
<td><strong>Employment assistance</strong></td>
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<tr>
<td><strong>Online classes</strong></td>
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<tr>
<td><strong>Re-entry program</strong></td>
</tr>
<tr>
<td><strong>(after 5 years out)</strong></td>
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<tr>
<td><strong>Scholarship information</strong></td>
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<tr>
<td><strong>Student government</strong></td>
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<tr>
<td><strong>Testing, assessment</strong></td>
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<tr>
<td><strong>Transfer information</strong></td>
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<tr>
<td><strong>Tutoring services</strong></td>
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<tr>
<td><strong>Veteran’s services</strong></td>
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<tr>
<td><strong>Athletics</strong></td>
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<tr>
<td><strong>Foster Youth</strong></td>
</tr>
<tr>
<td><strong>TANF, SSI, or General Assistance</strong></td>
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<tr>
<td><strong>Dream Act</strong></td>
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<tr>
<td><strong>LGBT</strong></td>
</tr>
</tbody>
</table>
Activities such as Applying for Admission add to the systems understanding of the student’s needs based on data stored in their profile.

A workflow based reminder system messages students via text, email, and portal messaging on next steps and past due activities.

Analytics are used with the students profile to present a checklist of activities and information to keep the student on track to reach their education goals.
Support Education Planning / Degree Audit

On Campus or Systemwide

Education Planning & Degree Audit

Electronic Transcripts

Articulation C-ID / ASSIST

Curriculum Inventory

Need data to support campus systems or a systemwide Education Planning / Degree Audit offering.
Next Steps for all Initiatives

• Hire Staff
• Form steering & pilot committees
• Conduct an environmental scan
  – What are colleges doing?
  – What are other states/systems doing?
  – What vendor offerings are available?
• Develop our requirements
• Conduct and RFP and Selection Process
Project Websites

cccEdPlan.org
cccOnlineEd.org
cccAssess.org
Case Study

Project at Bakersfield College
Before they start

Placement:
- Multiple Measures
- Acceleration/Compression

After they are enrolled

Students sign a commitment
- Mandatory tutoring in response to performance every two weeks
- Mandatory peer mentoring in response to performance as needed

Faculty sign a commitment
- Reporting on student performance every two weeks
- Habits of mind in syllabus
- Other factors to be determined
## Multiple Measures

<table>
<thead>
<tr>
<th>School</th>
<th>Total# students</th>
<th>% bumped</th>
<th>% Accelerated</th>
<th>Compressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>Math</td>
<td>Reading</td>
<td>ESL</td>
</tr>
<tr>
<td>Golden Valley</td>
<td>43</td>
<td>51%</td>
<td>23%</td>
<td>35%</td>
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<tr>
<td>Kern Valley</td>
<td>6</td>
<td>50%</td>
<td>67%</td>
<td>33%</td>
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<tr>
<td>Highland</td>
<td>37</td>
<td>38%</td>
<td>22%</td>
<td>19%</td>
</tr>
<tr>
<td>Maricopa</td>
<td>3</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>South High</td>
<td>49</td>
<td>35%</td>
<td>12%</td>
<td>27%</td>
</tr>
<tr>
<td>Miramonte</td>
<td>64</td>
<td>36%</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>Foothill</td>
<td>77</td>
<td>31%</td>
<td>22%</td>
<td>27%</td>
</tr>
<tr>
<td>Shafter</td>
<td>60</td>
<td>33%</td>
<td>7%</td>
<td>18%</td>
</tr>
<tr>
<td>Arvin</td>
<td>48</td>
<td>50%</td>
<td>15%</td>
<td>33%</td>
</tr>
<tr>
<td>Monroe</td>
<td>8</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
</tr>
<tr>
<td>Tehachapi</td>
<td>59</td>
<td>27%</td>
<td>7%</td>
<td>27%</td>
</tr>
<tr>
<td>Year</td>
<td>Range</td>
<td>Students</td>
<td>Faculty</td>
<td></td>
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<tr>
<td>--------</td>
<td>---------</td>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Year 1</td>
<td>2014-2015</td>
<td>~450</td>
<td>~15</td>
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<tr>
<td>Year 2</td>
<td>2015-2016</td>
<td>~800</td>
<td>~25</td>
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<td>Year 3</td>
<td>2016-2017</td>
<td>~1200</td>
<td>~45</td>
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<tr>
<td>Year 4</td>
<td>2017-2018</td>
<td>~3000</td>
<td>~90</td>
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Trustee Perspective