

# The CAPR Assessment Study

Emerging Student Assessment and Placement Systems  
Current Research on Multiple Measures Assessment  
by CCRC & MDRC  
DREAM 2018

# Organization of the Center

**MDRC**

**CCRC**

Descriptive Study of  
Developmental  
Education

Evaluation of The New  
Mathways Project  
(RCT in TX)

Evaluation of New  
Assessment Practices  
(RCT in NY)

Supplemental Studies

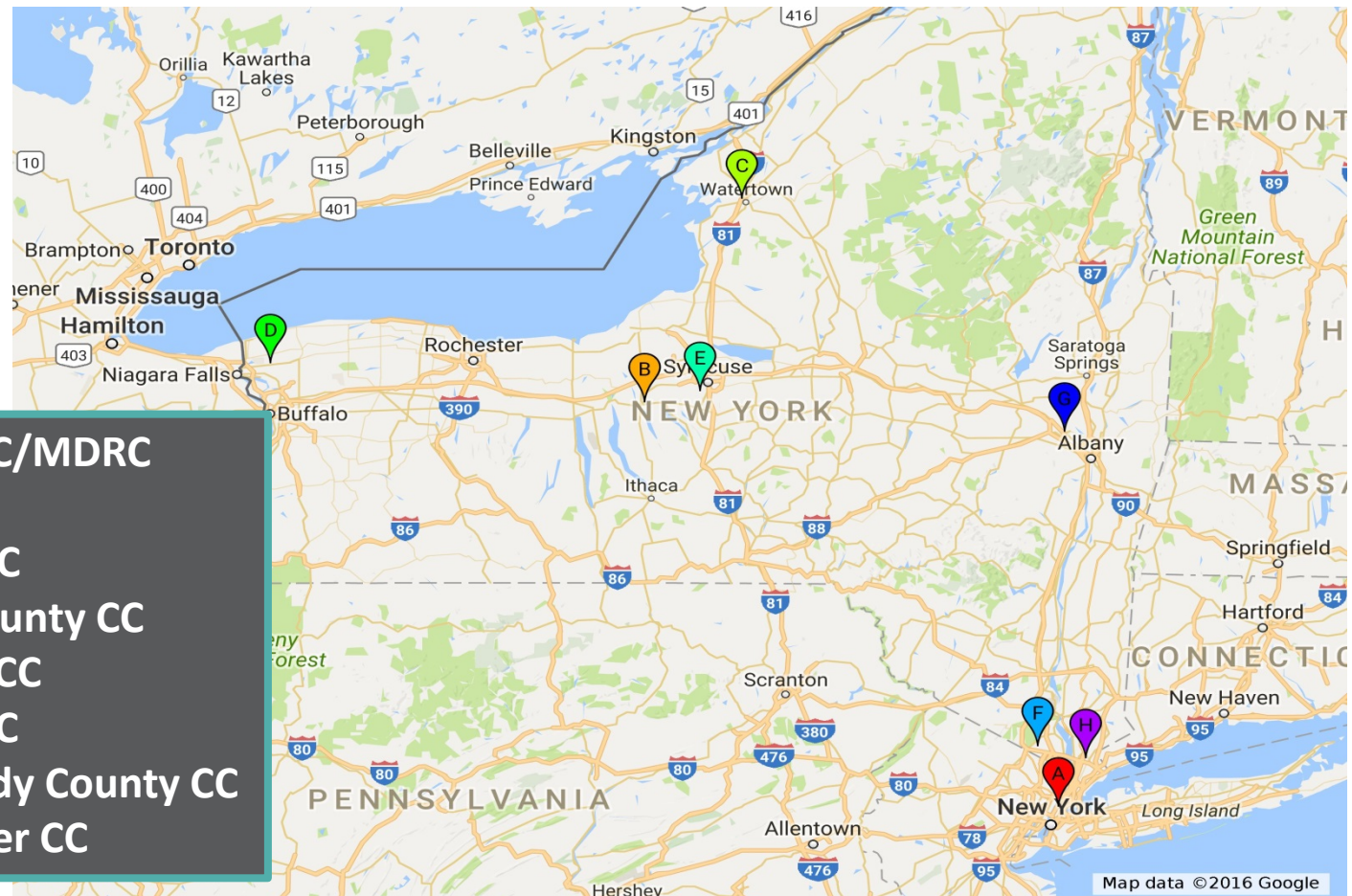
## Research on Alternative Placement Systems (RAPS)

- 5 year project; 7 SUNY community colleges
- Evaluation of the use of predictive analytics in student placement decisions.
- Random assignment/implementation/cost study
- Current status: beginning to look at impact

## Research Questions (Summary)

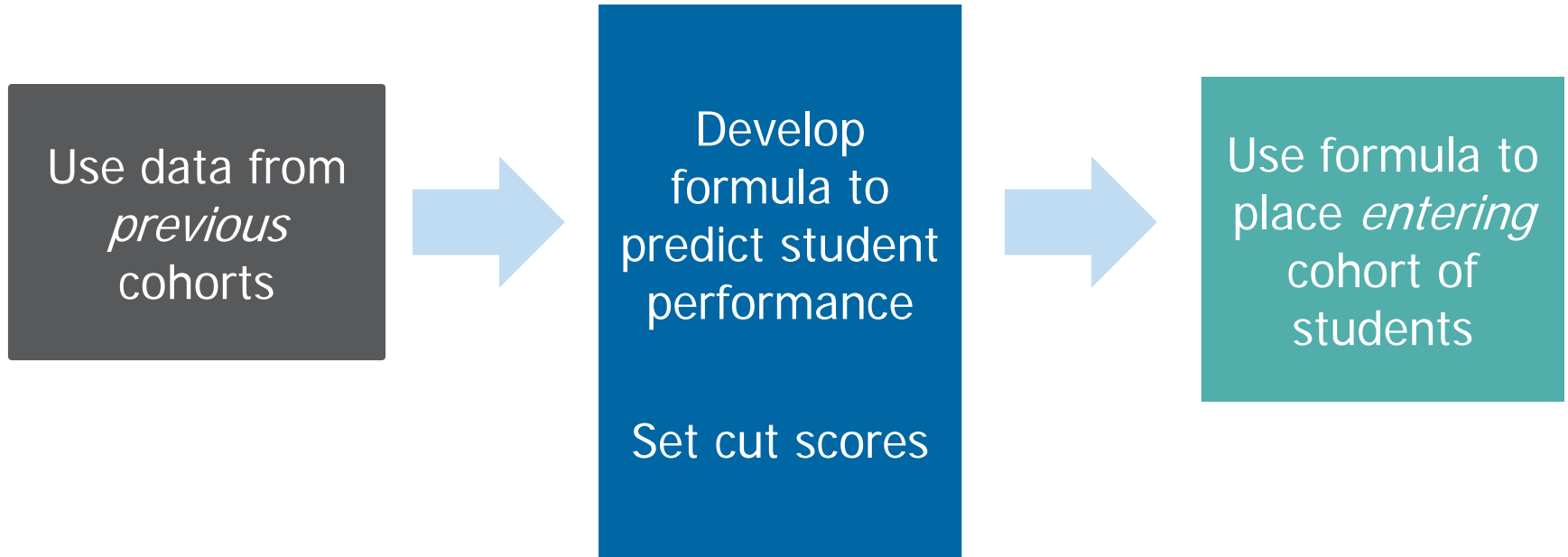
1. Do student outcomes improve when they are placed using predictive analytics?
2. How does each college adopt/adapt and implement such a system?

## SUNY Partner Sites

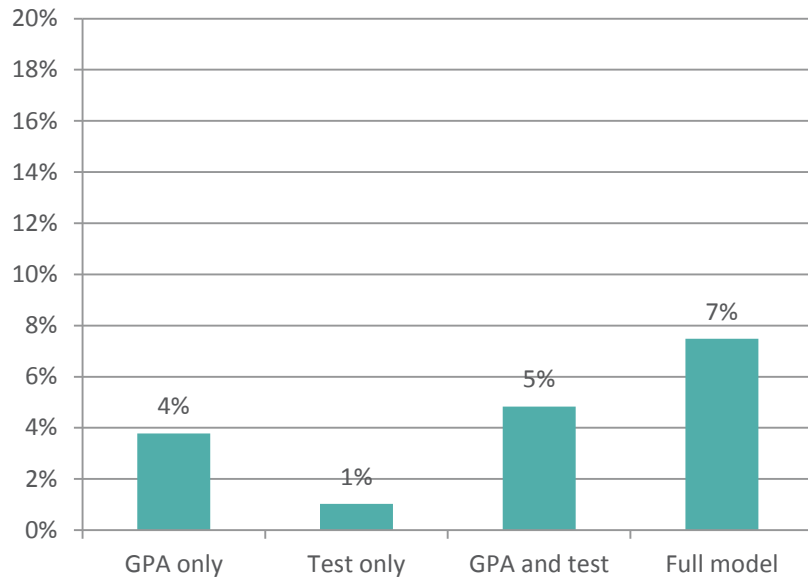


- A – CAPR/CCRC/MDRC
- B – Cayuga CC
- C – Jefferson CC
- D – Niagara County CC
- E – Onondaga CC
- F – Rockland CC
- G – Schenectady County CC
- H – Westchester CC

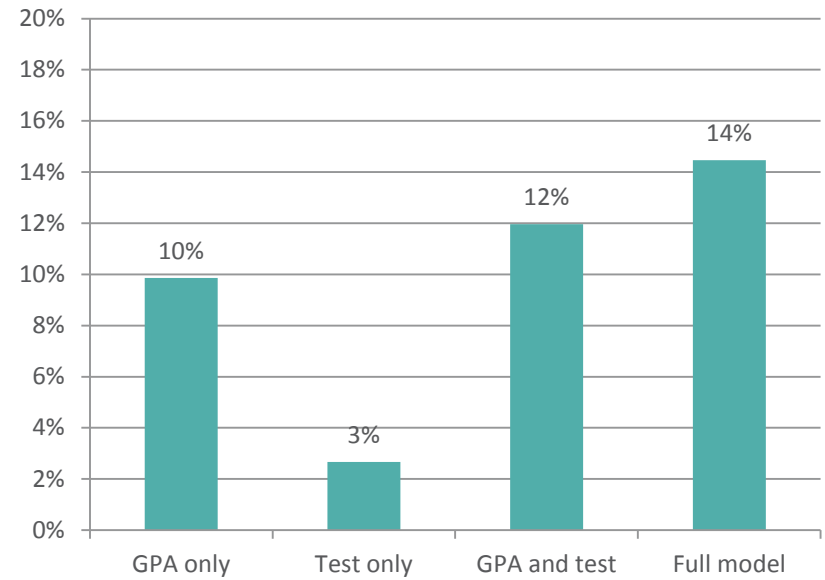
## How Does the Predictive Analytics Placement Work?



## COLLEGE 2: ENGLISH



## COLLEGE 2: MATH



## Outcomes of Interest

### PRIMARY

- Subject area sequence completed (through first college level)
- Accumulation of college credits

### EXPLORATORY

- Initial placement
- Completion of first college level courses
- Persistence
- Completion



# Early Findings

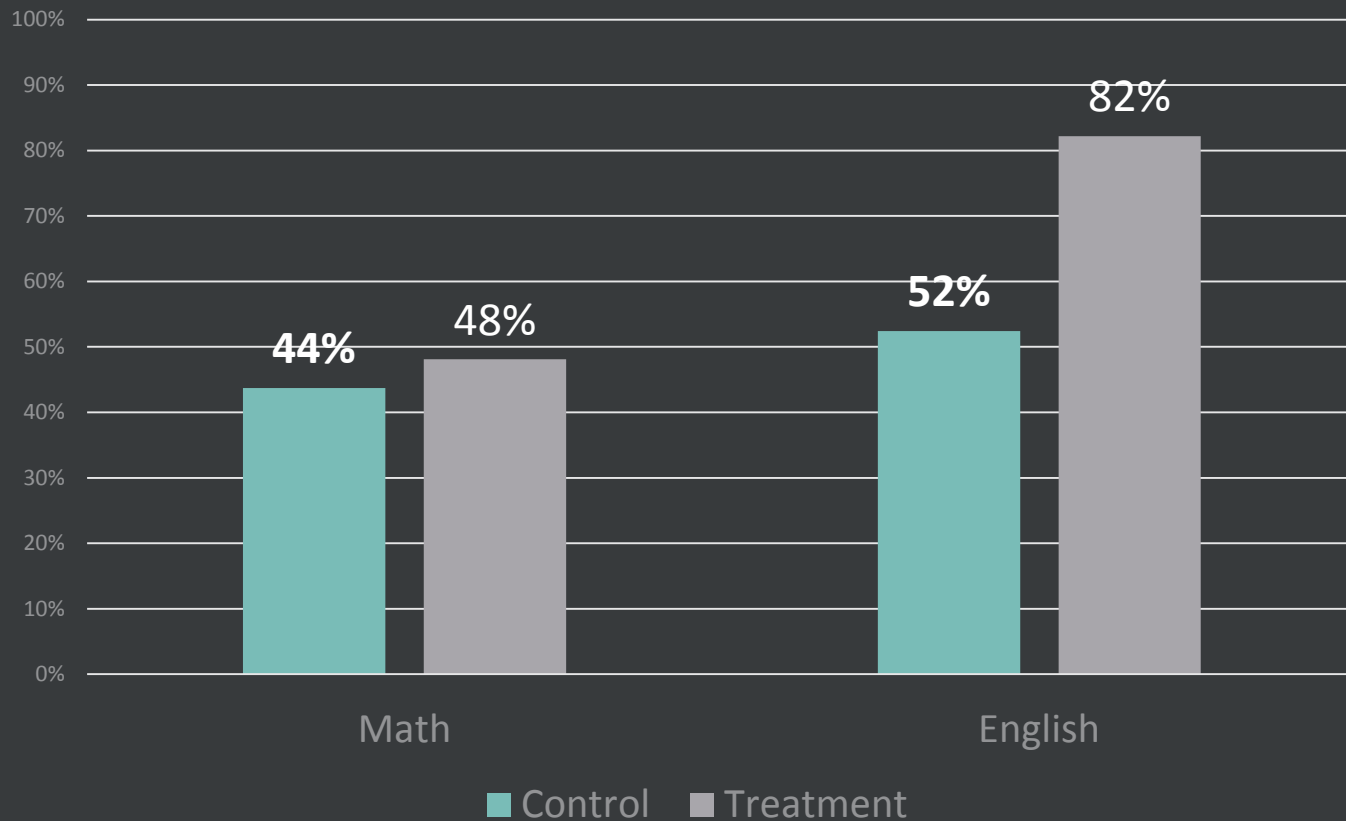
Fall 2017

## First Cohort - First Semester (Fall 2016)

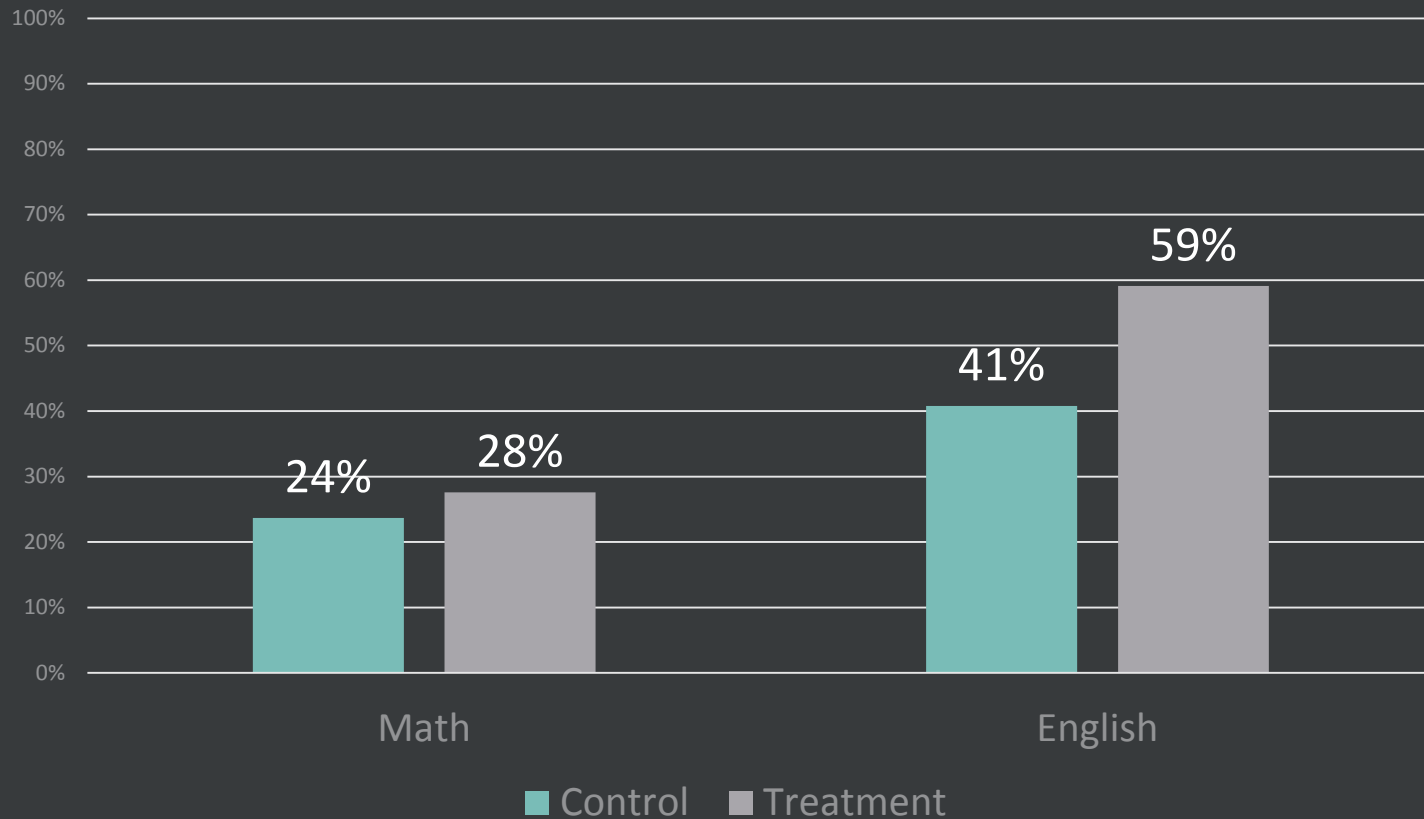
Sample = 4,729 first year students across 5 colleges

- 48% students assigned to business-as-usual (n=2,274)
- 52% students assigned to treatment group (n=2,455)
- 82% enrolled into at least one course in 2016 (n=3,865)

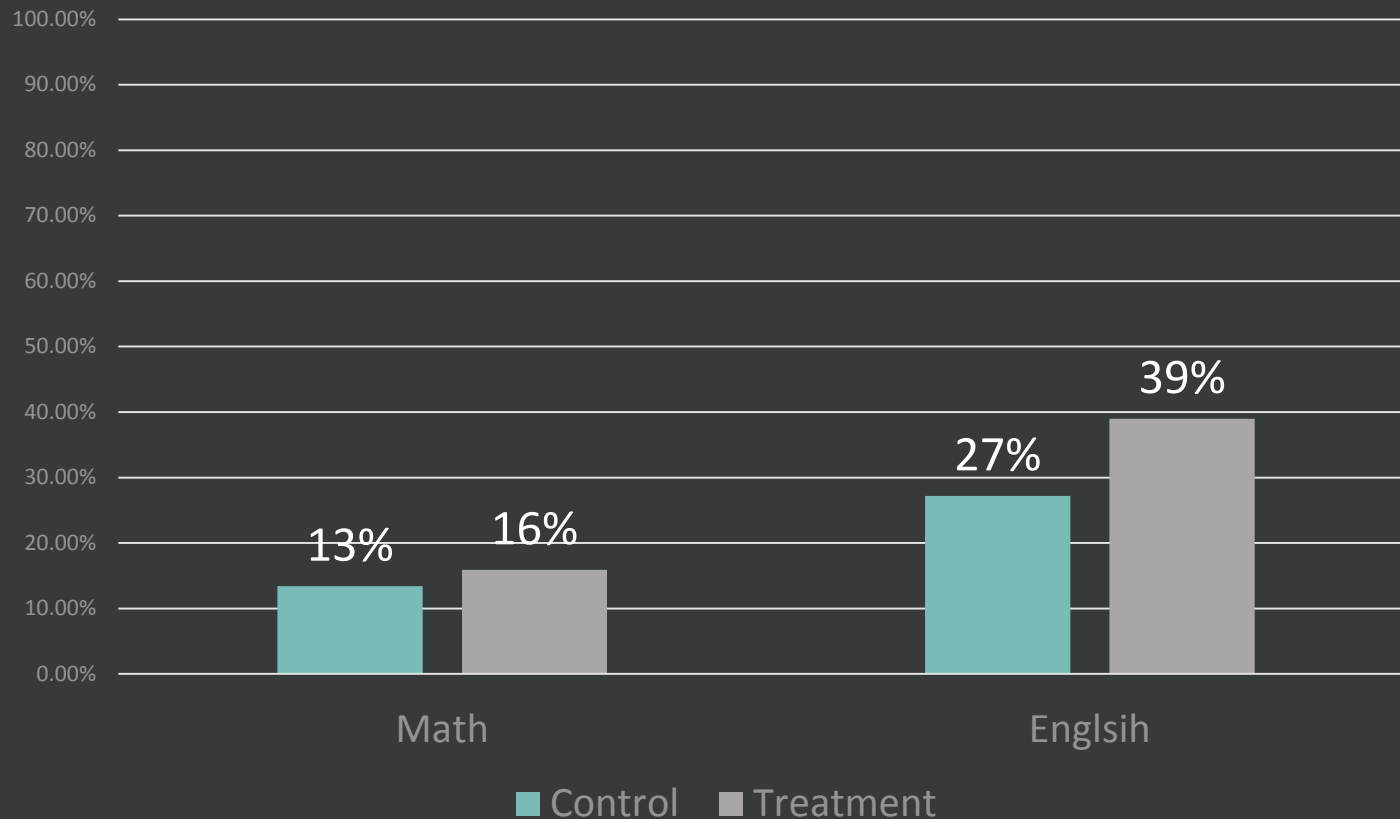
# Effect on Initial Placement into College Level Math/English



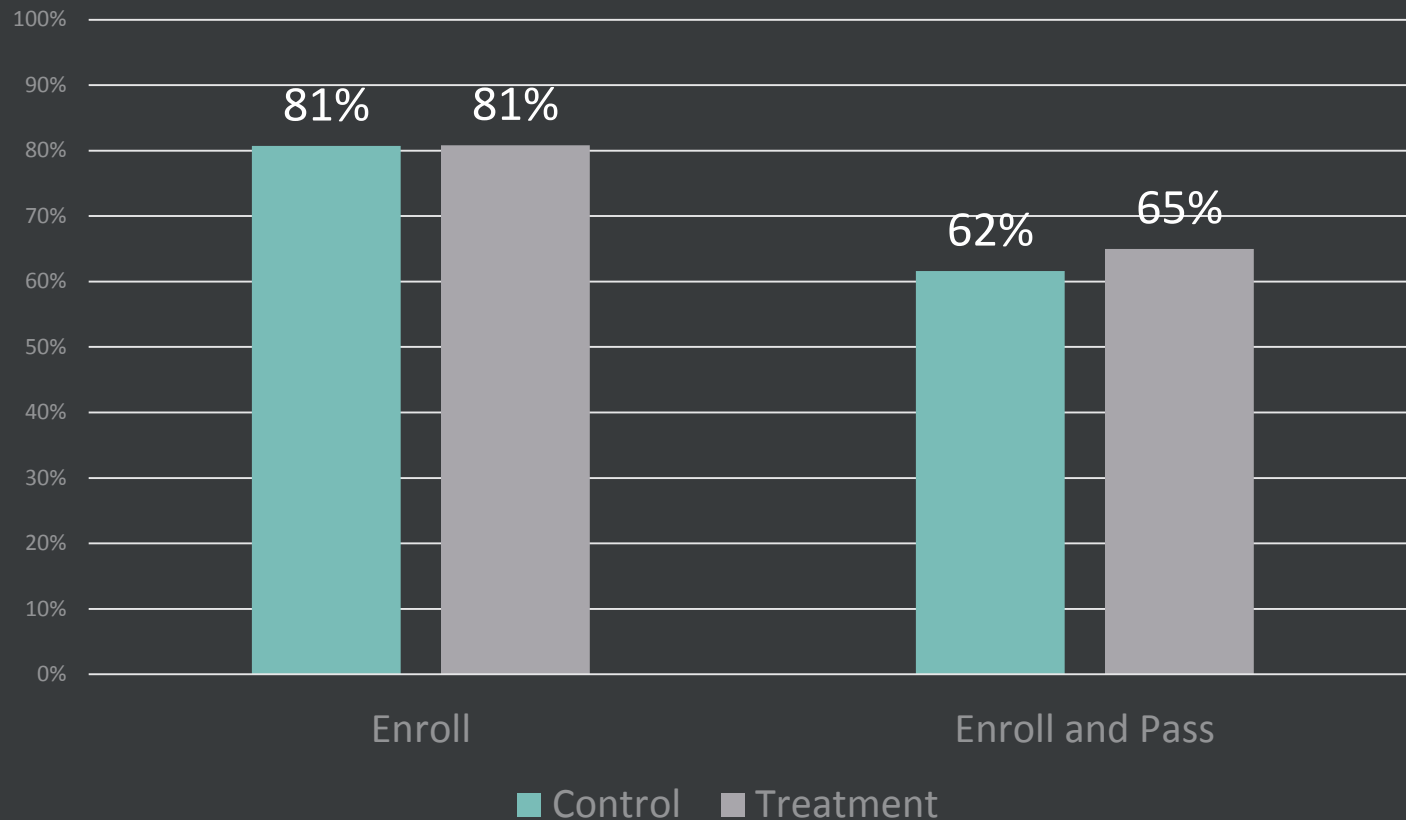
# Effect on Enrolling in College Level Math/English



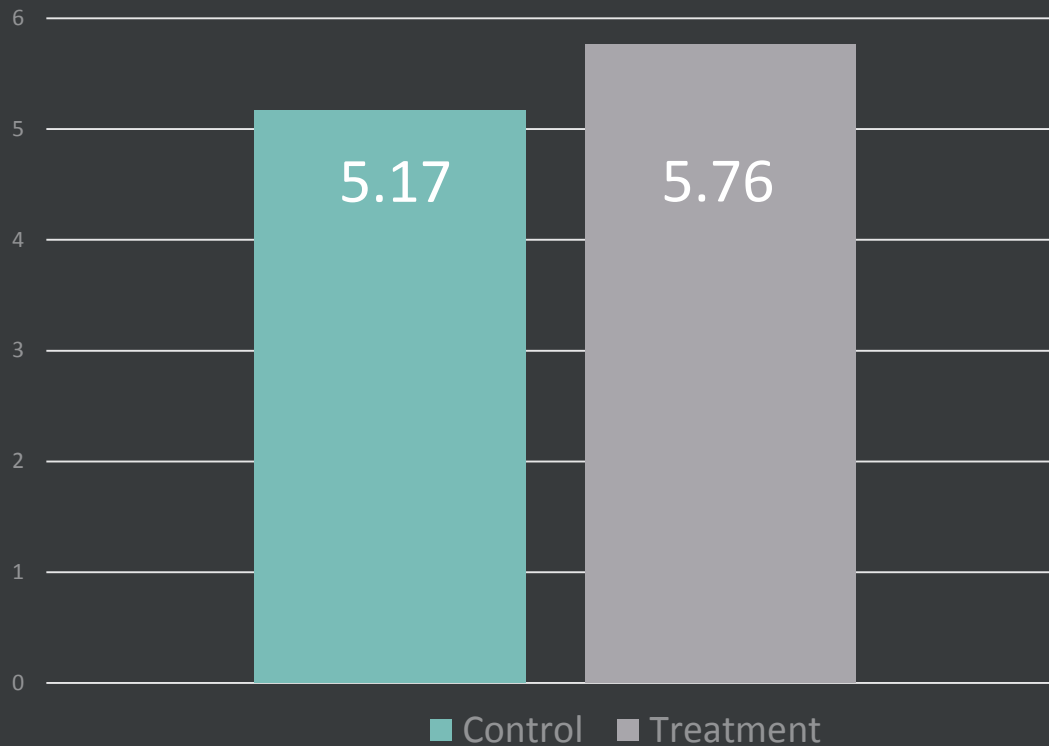
# Effect on Enrolling in and Passing College Level Math/English



# Effect on Any College Level Course Enrollment and Passing Any College Level Course



## Effect on Total College Level Credits Earned



## Some Issues

1. Assessment, placement and developmental education practices are changing rapidly (challenge for predictive analytics)
2. Data are seldom available for key variables that may predict success in college (e.g., “non-cognitive” measures).
3. High school data are seldom in college data systems.
4. Access to important opportunities may change.
5. Many people in the college community are affected when placement systems are changed.



## Contact us

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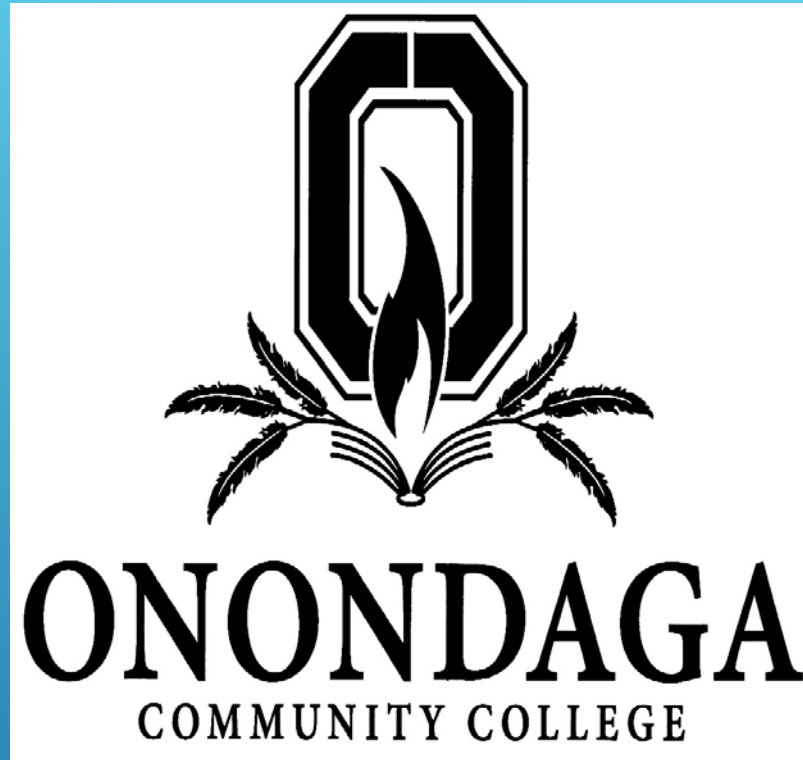
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## Visit us online:

Center for the Analysis of  
Postsecondary Readiness  
[postsecondaryreadiness.org](http://postsecondaryreadiness.org)

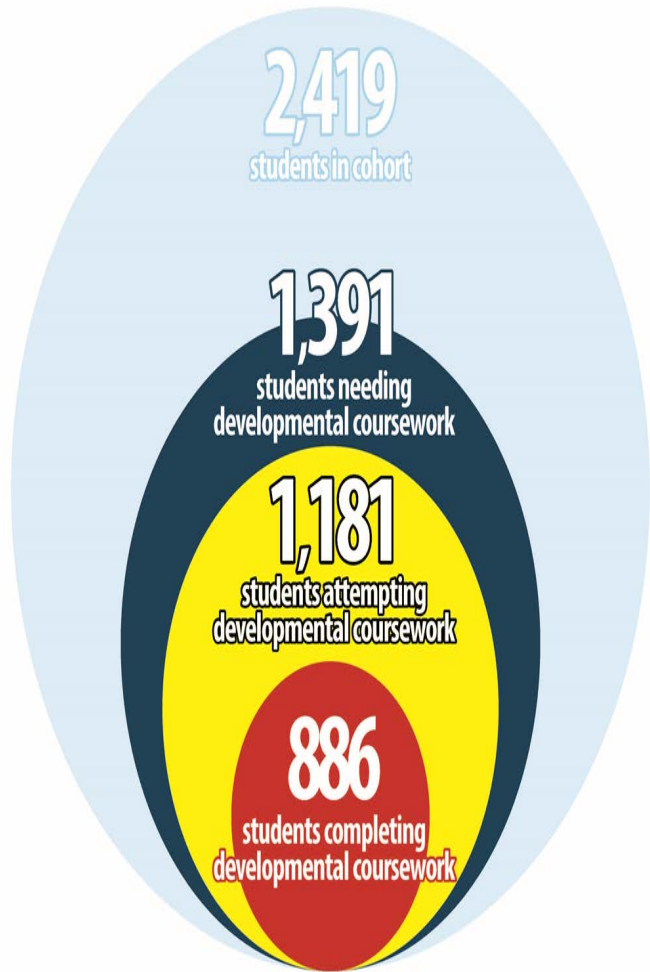
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# ONONDAGA'S PLACEMENT PROGRAM

# Developmental Coursework Progression

First time in college, 2-year cohort



## DEVELOPMENTAL PLACEMENT

Since the early 2000's, OCC faculty and administrators have been trying to pinpoint the students who need to complete developmental coursework.

Doing this accurately required creating a placement program that factored in more than just testing to place a student.

ATD & the CCRC research project provided wonderful opportunities to refine our procedures and work towards our goals.

## English, Reading & Math:

- ▶ Workshops were created to provide review and test preparation to students prior to testing or re-testing.
- ▶ Creation of exemptions including high school GPA (English & Reading), SAT scores and ACT scores.

## Math:

- ▶ Switched from an in-house, decades old placement test to the Accuplacer placement test. Cut scores were created that would allow a maximum number of students to place into college level math.
- ▶ Extensive exemptions created to place students based on successful course and state exam completion (65% +).

## Combination courses were created

- ▶ To allow students to take developmental English simultaneously with Freshman English (Accelerated Learning Program or ALP).
- ▶ To allow non-STEM majors to complete two levels of developmental math simultaneously.

# STEPS PRIOR TO ATD & CCRC STUDY

- ▶ English and Reading chose to participate in the CCRC study.
  - ▶ After the official intake period for the study, all students were placed using the algorithm created for OCC at the beginning of the study.
- ▶ The Math dept. did not participate in the research study due to the extensive set of exemptions they created.
  - ▶ Students who would like to place higher than exemption placement may either take placement testing or work through our math dept.'s Math Diagnostics program.

## STUDY ADOPTION

Now that the intake portion of the study is over, the English department altered their placement program based on initial findings. This also ties in with ATD goals for our institution.

## POST-STUDY

- ▶ Reading: Accuplacer will still place students with a GPA of 86% or lower. The score needed to place into college level reading was lowered 6 points to 60 (out of 120). Also, a level of non-credit reading was eliminated.
- ▶ English: GPA exemption lowered from 91% to 85%. Accuplacer will still place students with a GPA of 85% or lower. Accuplacer Sentence Skills replaced by WritePlacer. A score of 4+ will place students in Freshman English.
- ▶ SAT and ACT exemptions remain.
- ▶ No stand alone developmental English. All students who place into developmental English take ALP.

# THOUGHTS & FEELINGS

- Overall this has been a positive experience- especially for students who now have multiple ways to display college readiness.
- Change can be tough on college campuses. Things that helped my office transition:
  - Teach staff to expect change and be adaptable.
  - Keep track of what changes were made and when.
  - Set up a plan for assessment right from the start. Did these placement changes work? Are we getting the results we need?
  - Keep students at the heart of the change.
- Anticipation! We are eager to see the final results of the study. Based on these results, more changes may be made.

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