

CASSC Research and Testing Committee

MINUTES

Meeting: Wednesday, May 25, 2011

Building 5000 (Bonnie McCabe Hall), Wolfson Campus, Room 5620

Present: Alex Alvarez, Ian Cobham, Sahyli Galera, David Kaiser (Co-Chairperson), Juan Carlos Meza, Dora Mejia-Montoya, Carolina Morales (for Julio Fernandez de Cueto), Barbara Rodriguez, Silvio Rodriguez (Co-Chairperson), Ivo Rokovich, Cynthia Schuemann, Bruce Smitley (for Susan Thomas), Carol Tulikangas

Not Present: Ana Maria Bradley-Hess, Christine Dundas, David Heredia, Rulx Jean-Bart, Ivonne Lamazares, Adam Porro, Leighton Spence

I. Review of Minutes

Minutes of the meeting of March 30, 2011 were approved.

II. Standing Item(s)

A. **Research** - David Kaiser reported that Institutional Research is involved in the following projects:

- a. MDC Administrative Services Survey
- b. Aspen Prize application
- c. Gates Completion by Design
- d. Maps to Credentials
- e. STATWAY

B. **Placement Criteria document 2011-2012**

Silvio Rodriguez reminded the discipline/area representatives of their role in the annual review process. He went over Draft #3 (05/25/2011) of the 2011-2012 Placement Criteria Document and discussed the suggested changes with the Committee. In addition, he informed the Committee that since the last meeting, the Joint Deans group, the Campus CASSCs, and College CASSC supported the document. He also informed the Committee that the next step in the review was scheduled for Executive Committee on June 14. The most recent version of the draft document is available via the Placement Criteria website at http://www.mdc.edu/ir/CPT_CLAST/placement.asp. It includes the changes that were supported by the Committee on 5/25/2011 and subsequent minor changes.

C. **Testing Fees effective July 1, 2011**

Barbara Rodriguez reported that the recommended testing fees (attached) were supported by the Student Deans Council and the Academic Leadership Council, which recommended the TOEFL Institutional fee to be raised from \$30.00 to \$40.00. The recommendation was supported by the Committee. She also informed the Committee that the next step in the review process would be by the College Provost.

III. New Business

A. **Meeting Calendar**

The committee agreed to change the meeting day to the last Monday of each month beginning with the September, 2011 meeting. The time remains the same.

B. **Preparing for no more CLAS**

Silvio Rodriguez informed the Committee that Barbara Rodriguez met with the Academic Leadership Council on his behalf to present issues surrounding the expected CLAS repeal. He also informed them that the ALC agreed that they should be receiving recommendations from this Committee regarding the decisions/actions that need to be made by the College. After a lively discussion on this subject, the Committee agreed that the Advisement representative should work with the Advisement Directors to prepare draft recommendations for the Committee using the tasks listed below. Bruce Smitley agreed to follow up on this item.

Below are some of the tasks below that will need to be done.

- Establish a plan to notify students who are registered/will register for classes to meet CLAS during this 2nd summer term

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- Revise program requirements and degree audits to eliminate the CLAS as soon as the repeal is effective.
- Identify past students who will be able to graduate as of the 2010-3 term.
- Decide how far back we want to go to find students that were “all but CLAST” when last enrolled at MDC.
- Decide when to stop administering CPT for CLAS purposes. Since this will no longer be needed, we can stop as soon as the governor signs unless the student needs to graduate immediately (before the effective date).
- Decide when to stop updating students CLAS status. This would probably be as soon as the repeal is effective.
- Update all degree/CLAS information in catalog, program sheets, webpages, etc.

C. **Research Requests**

The Committee reviewed, discussed and voted on the following request:

Researcher: Shanathan Crayton / Miami Dade College (**Approved 12 - 0**)
Proposal: Spain: The Capital of Tourism

Researcher: Fritz Laurenceau / FIU (**Disapproved 0 - 11**)
Proposal: Mathematics Self-Efficacy and Online Mathematics Performance: A Study of Community College Student Success Predictors

IV. **Follow-up Items**

A. **Postsecondary Education Readiness Test (PERT)**

Silvio Rodriguez informed the Committee of the PERT updates list below. **Attached** is a PERT Recalibration memorandum, an updated version of the MDC PERT data that he presented, as well as the April, 2011 and May, 2011 Monthly PERT Updates prepared by The Florida College System. After the presentation, the Committee recommended mandatory use of PERT as the initial placement test beginning on June 1 to help ensure that the lower performance of MDC students are reflected in the decisions that will be made at the State level for establishing final PERT cut scores.

- MDC students are scoring lower on the PERT than students across the state.
- MDC PERT administrations are low.
- April 21st begins the PERT recalibration period. The reading and writing subtest scores will be lower due to scoring algorithms being changed. Also, the mathematics subtest score will be higher because one mathematics item was removed and replaced by an easier one.
- The mathematics subtest is expected to be adaptive in June. The writing subtest will be the final subtest to complete the transition.
- The diagnostic component is expected to be ready in early fall. It will be linear based and have two levels.

V. **Information Items**

Due to time restraints, no items were reported on.

VI. **Reports**

A. **Testing Directors** – Barbara Rodriguez reported on the following early in the meeting:

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Testing Road Show - PERT Special Edition

Testing Directors are currently offering or scheduling workshops for the Testing Road Show. North, Hialeah, and West, Wolfson, Kendall Campuses hosted the first five workshops. The next scheduled workshop will be announced soon.

High School College Placement Testing

New legislation requiring High School students to take the college placement test in 11th grade will result in a significant increase in the number of students tested and will require testing on site at the High Schools to accommodate the increase.

FACTA Regional Meeting

The FACTA regional meeting held on May 12, 2011 hosted by the Wolfson Campus was extremely successful. Approximately 40 people attended, and seven institutions were represented at the meeting. The agenda items included the PERT diagnostic and a conference call with the Florida Department of Education and the Board of Governors to discuss pertinent updates. The luncheon for the meeting was held at the Miami Culinary Institute.

ATB ACCUPLACER Certification

Effective July 1, 2011, ACCUPLACER (CPT) will have a separate platform to administer the ATB test. Each proctor who administers the ATB must be certified. After the certification process, the person will receive an individual username and password for the ATB site. Each campus will coordinate the certification effort at the individual centers. In order to be ATB eligible effective July 1, 2011, students must take the ATB through the designated platform; if not, the student will not be eligible.

COMPASS/ESL

Students now have the option to retest within the same year. This means that scores do not have to be expired to receive this retest option. Students should not have attempted classes; if so, they cannot test without departmental authorization. The retest fee is currently \$10.00 and will be \$20.00 effective July 1 if the recommended testing fee is approved. The e-Write will be in effect soon. Students with a compass score of 59 or higher will be taking the e-Write as their last subtest. The ITA and testing directors will work to schedule a training session on the e-Write through the COMPASS/ESL representative, Frank Potter. This session will ensure EAP staff will be able to access and print writing score reports.

B. IR Activities

This information was reported in Section II-A.

C. Area Report for CASSC Research and Testing Representatives

EAP: Due to time restraints, no items were reported on. Cynthia Schuemann submitted the following: There was an ESL/FL discipline meeting on Friday, April 1 at North Campus. Close to 40 faculty attended. Small groups gave feedback on an evaluation proposal associated with program outcomes. There was a discussion about e-Write, PERT, a proposed new ACE learning community with CGS 1060, and individual faculty presentations on some best practices. The need for EAP students to develop technology skills was a recurring theme. Silvio Rodriguez joined for the PERT update.

Next Meeting:

The next meeting of the Research & Testing Committee will be Wednesday, June 29, 2011 at 2:00pm in building 5000 (Bonnie McCabe Hall), Wolfson Campus Room 5620.

Distribution:

CASSC Research & Testing Committee
Billy Oliver, CASSC Chairperson, 2010-2011
Joanne Bashford, Associate Provost for Institutional Effectiveness
Pamela Menke, Vice Provost for Education
Michael Reiner, Associate Provost for Academic Affairs

Testing Fees 2011-2012

Attention Students!

The Miami Dade College Institutional Test Administrator (ITA) initiates the annual testing fee review process each Fall and the approved testing fees are effective July 1 of the following Summer. For more information, please contact the campus [Testing Department](#). Below are the testing fees effective July 1, 2011.

Test	Criteria	Fee
ACCUPLACER (CPT)	CLAS purposes (all attempts) and for meeting TABE CTE program criteria (conversion) purposes.	\$10.00
ACCUPLACER (CPT)* and PERT	Placement and ATB* purposes (retake, first attempt for placement no charge) No fee for high school students. High school graduates are assessed a retesting fee effective July 1.	\$10.00
CASAS	Placement purposes only for Adult Ed. students; no fee for post-testing.	\$10.00
CLEP	Credit by exam (all attempts).	\$35.00 paid to MDC \$77.00 paid to CLEP
COMPASS/ESL	Placement purposes (retake, first attempt for placement no charge).	\$20.00
Computer Competency/CSP	Course exemption (all attempts).	\$30.00
Correspondence	Exam request from another institution (all attempts).	\$30.00 per hour
Departmental Credit-by-Examination	Departmental course credit-by-examination.	\$30.00 per credit
DSST aka DANTES	Credit by exam (all attempts).	\$30.00 per hour paid to MDC \$80.00 paid to DSST
Insurance	Community Education insurance courses pre-certification exam.	\$20.00
Official score reports	To students or another institution or agency (all requests for currently enrolled or previously enrolled MDC students).	\$10.00
TABE	Entrance and Exit purposes for Career and Technical Educational (vocational) MDC students. This includes entrance and exit TABE exams for MDC Fire Science (all attempts).	\$10.00
TABE	Placement purposes only for Adult Ed. students; no fee for post-testing.	\$10.00
Testing students for other institutions	ACCUPLACER (CPT), COMPASS, COMPASS/ESL, CSP, TABE, etc. This includes sending scores to other institutions. (MDC and non-MDC students) (all attempts).	\$45.00
TOEFL(Institutional)	Offered at the Medical Center Campus for a certification program for foreign medical professionals.	\$40.00

FLORIDA DEPARTMENT OF EDUCATION



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Division of Florida Colleges



April 15, 2011

MEMORANDUM

TO: Council on Instructional Affairs
Council of Student Affairs

FROM: Judith Bilsky, Executive Vice Chancellor 

SUBJECT: P.E.R.T. Recalibration

Based upon data from last summer's initial pilot testing, the Division of Florida Colleges, working with McCann Associates, set interim-cut scores that would generate placement rates closely proportional to the CPT/Accuplacer. Beginning with the initial administrations, we have been carefully monitoring the number of tests given, as well as the average score ranges by subtest, and we also requested that "early adopter" colleges provide feedback on any placement trends they observed. Based upon reports from several colleges noting that P.E.R.T. scores appear higher than corresponding CPT scores, late last week we began a closer analysis of placement results to date.

The analysis just completed compared scores collected during the pilot phase in the summer of 2010 with P.E.R.T scores from the launch of the operational test in October 2010 to now. The pilot data were used to calibrate the operational tests, i.e., the data for the pilot were used to develop a model of how students could be expected to perform for each specific question. That information was then used to create a scoring algorithm for each subject area test. *We are now in a position to compare the performance of students in the pilot phase with those in the operational phase.* This is standard protocol regarding the launch of any new assessment and part of the process necessary to adjusting and setting final cut scores.

In reading and writing, the results show that students in the operational phase are *scoring higher on a majority of the questions*, a fact that was corroborated by initial feedback from faculty who took the reading and writing subtests. The questions themselves appear to be good test items; however, a larger percentage of students are getting the questions correct now than they did in the pilot. This indicates that the pilot population was not representative of the current population of students taking the tests. Either the students in the pilot were, on average, not as well prepared *or* they did not try as hard, or some combination of the two. **This is a common occurrence in developing assessments.** It is very difficult to perfectly mirror the testing population and even more difficult to get students to be serious when taking a test that has few or no consequences.

Our analysis shows that the scores on the mathematics subtest are actually slightly lower than those during the pilot; however, the item level analysis does not indicate a significant difference between the pilot population and the students taking the test currently. Instead, we found that *one* test item is performing very poorly, resulting in lower average scores. McCann is replacing that item and then will reevaluate the scores when there is adequate student performance data on the new item.

The standard procedure for dealing with these anomalies in the assessment field is to *recalibrate* the test. This entails revising the scoring algorithm to account for the higher student performance and adjusting the average scores downward. It does not involve changing the test questions, just changing how they are scored. With Department of Education approval, **McCann has already begun working on this recalibration and the work will be completed at midnight, Wednesday, April 20, 2011. At that time, the test scores will automatically adjust to the new scoring algorithm. Colleges do not need to take any steps to prepare for this; you just need to be aware it will happen. This is a behind-the-scenes activity and will be invisible to the test takers. The interim cut scores you have been provided with will NOT change and should not be locally readjusted; nor do we recommend retesting students who have already completed assessment.**

As you move forward with P.E.R.T. implementation and continue to ramp up your administrations, I assure you that many people are deeply engaged on a daily basis in monitoring and analyzing test results as they are reported. For those colleges who have already tested and reported elevated scores and placements as compared to CPT, *it is critical that you maintain the state established interim cut scores through this initial pilot year.* Since the P.E.R.T. is aligned to the Postsecondary Readiness Competencies, and Florida faculty developed the test design and approved all items, **it is possible that the higher scores on the P.E.R.T. are a more accurate assessment of student ability than the lower CPT scores**, but we will not know until we conduct *validation studies next year.* In the meantime, the goal of proportionally replicating CPT placements still makes sense from a staffing and planning perspective.

We understand the need for the same flexibility that colleges have always had in reassessing student placement on a case-by-case basis, but I do not support nor recommend local across the board score readjustment or other efforts to mitigate systemwide P.E.R.T. placement ranges. If that were to be done, it would be impossible for us to follow-up on student performance, do any meaningful validation analysis matching placement scores to subsequent student success, and set accurate final cut scores.

Please continue to provide feedback and be confident that the Division is making every effort to take any and all concerns seriously, and work through them quickly with appropriate diligence. A special thank you to the colleges that provided the immediate feedback essential to this early recalibration. Your P.E.R.T. contacts in the Division remain Dr. John Hughes at john.hughes@fldoe.org and Ms. Julie Alexander at julie.alexander@fldoe.org.

JB/jac

Cc: Willis N. Holcombe, Division of Florida Colleges (DFC)
Julie Alexander, DFC
Philip Canto, Accountability, Research and Measurement (ARM)
Kris Ellington, ARM
John Hughes, DFC
Sharon Koon, ARM
Melinda Milles, DFC
College Test Administrators

Miami Dade College - CPT, PERT, & Placement Results by Levels

	PERT 12/06/10-4/20/11		PERT 4/21/11-6/03/11		2010-1 CPT Placement*
	N	%	N	%	%
Reading Placement					
REA0001	4	0.7%	9	2.7%	8.1%
REA0002	20	3.7%	60	18.1%	16.9%
REA0003	168	31.3%	127	38.3%	16.3%
EXEMPT	344	64.2%	136	41.0%	45.0%
Total Students tested in Reading	536	100%	332	100%	
Writing Placement					
ENC0002	5	1.0%	15	4.6%	5.2%
ENC0020	78	16.1%	133	40.9%	15.2%
ENC0021	88	18.2%	59	18.2%	13.4%
ENC1101	313	64.7%	118	36.3%	54.3%
Total tested in Writing	484	100%	325	100%	
Mathematics Placement					
MAT0002	79	15.5%	37	11.1%	20.0%
MAT0020	251	49.1%	146	44.0%	32.7%
MAT0024	138	27.0%	97	29.2%	9.0%
MAT1033 or Higher	43	8.4%	52	15.7%	22.5%
MAT1033	31	6.1%	32	9.6%	-
MAC1105	9	1.8%	17	5.1%	-
Refer to Math Dept.	3	0.6%	3	0.9%	-
Total tested in Math	511	100%	332	100%	

*Sources: Test Master Record for CPT and PERT results. 2010-1 CPT placement results from Table 17, 2010-1 Placement Test Results

The PERT data should be used very cautiously since course performance data is not yet available (expected after summer term 2010-3 is completed)

Prepared by *Silvio Rodriguez*, Institutional Research, 6/09/2011

Presented to Student Deans Council on June 09, 2011

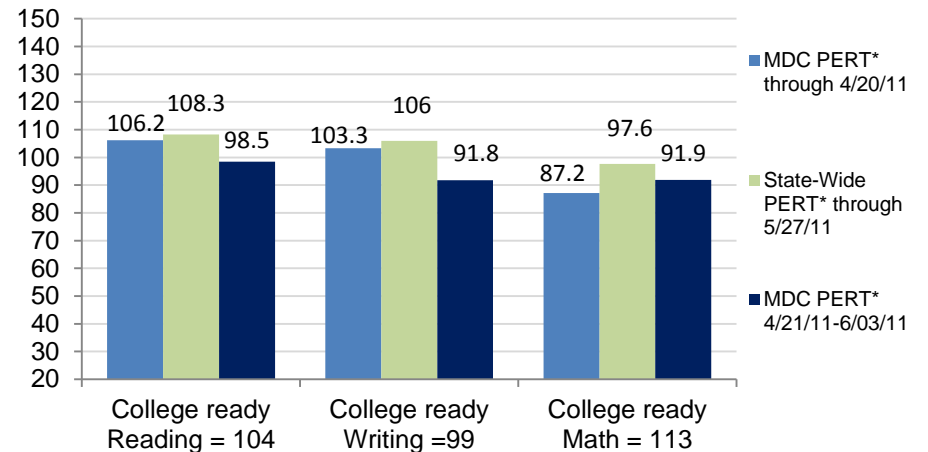
April 21, 2011 begins recalibration period.

PERT Administrations by Campus

Campus	PERT 12/06/10-4/20/11		PERT 4/21/11-6/03/11	
	N	%	N	%
North	375	54.3%	201	52.1%
Kendall	50	7.2%	87	22.5%
Wolfson	128	18.6%	26	6.7%
Medical	9	1.3%	3	0.8%
Homestead	2	0.3%	5	1.3%
InterAmerican	26	3.8%	8	2.1%
Hialeah	63	9.1%	34	8.8%
West	37	5.4%	22	5.7%
Total students tested	690	100%	386	100%

PERT Administrations at MDC as of June 03, 2011		
Reading = 990	Writing = 897	Math = 929

PERT Average Scores (target = 100)



PERT Average Times through 3/31/2011		
Reading = 57 min	Writing = 28 min	Math = 36 min

THE FLORIDA COLLEGE

P.E.R.T. Update

5/11/11

Placement

- Transition from linear to computer-adaptive (CAT) in mathematics is anticipated to occur in June.
- Faculty are engaged in discussion about one of the writing competencies included in the test blueprint.
- Once final cut scores are established in State Board rule, P.E.R.T. will be used for Bright Futures Gold Seal Vocational Scholars eligibility.
- The FASTER system has been updated to allow transmission of P.E.R.T. scores on student transcripts.
- Gulf Breeze High School piloted a P.E.R.T. administration to its students in April with support from Pensacola State College.
- Recalibration of the scoring algorithm occurred on April 20th and average test scores are closer to the expected averages based on historical CPT placements.
- Paper/pencil test forms are being developed by McCann Associates.

Administrations as of May 6, 2011

College	PERT Math	PERT Reading	PERT Writing
Broward College	2,011	1,988	2,321
Chipola College	19	24	18
College of Central Florida	80	81	81
Daytona State College	2,309	2,260	2,249
Edison State College	37	30	32
Florida A&M University	2	2	1
Florida Gateway College	13	9	12
Florida Keys Community College	97	80	102
Florida State College at Jacksonville	2,355	2,497	2,064
Hillsborough Community College	1,062	951	933
Indian River State College		1	
Lake-Sumter Community College	431	403	407
Miami Dade College	654	728	654
North Florida Community College	69	69	66
Northwest Florida State College	256	214	224
Palm Beach State College	18	15	17
Pasco-Hernando Community College	2,537	2,313	2,305
Pensacola State College	875	748	710
Polk State College	1,320	1,183	1,122
Santa Fe College	87	87	87
Seminole State College	909	858	831
South Florida Community College	164	141	143
St. Johns River Community College	329	285	277
St. Petersburg College	5	6	5
Tallahassee Community College	1,499	1,238	1,172
Valencia Community College	2,645	2,593	2,595
Grand Total	19,783	18,804	18,428

Diagnostic

- McCann Associates is developing items for the lower and upper level diagnostics.
- The initial round of faculty item review is underway for the lower level diagnostic.
- The plan for item development and review is to alternate between the lower and upper level diagnostic so that both levels are ready for launch at the same time.
- The launch of the diagnostics is planned for late summer/early fall.
- P.E.R.T. diagnostics will be linear.
- Colleges should start planning for the implementation of diagnostics. An initial decision should be *where* the diagnostics will be administered. While the Division of Florida Colleges realizes it may be impractical to administer the 50-item diagnostics in the testing center as with the P.E.R.T. placement, it is imperative that the administration of diagnostics occurs on campus, in a secure environment. Labs and classrooms are acceptable venues for administration of the diagnostics.

Resource

The Division of Florida Colleges has developed a College and Career Readiness webpage that may be accessed at <http://www.fldoe.org/cc/collegecareerreadiness.asp>.

Dr. Steven Knapp teaches English at Indian River State College and has been involved in P.E.R.T. development from the beginning. Click on the link below to hear him speak about the experience.

<http://data.fldoe.org/winmed/cc/perftalk.mp3>

Subtest	Average Scores	Cut Scores
Mathematics	95.81	113
Reading	109.83	104
Writing	108.81	99



Your Working Solution

The Florida College System

Monthly P.E.R.T. Update

4/4/11

Placement

- New forms in mathematics and writing were implemented the week of March 28.
- The Department and McCann Associates are closely watching and analyzing test scores in reading, writing and mathematics to ensure the interim cut scores are accurately placing students.
- P.E.R.T. will not be approved as an Ability-to-Benefit test for federal financial aid eligibility before July 2013.
- Paper/pencil test forms are available from McCann Associates.
- Transition from linear to computer-adaptive in mathematics and writing is anticipated to occur before the summer term.
- We anticipate rule development will be initiated in spring 2012 once there is enough data to support final cut scores.
- Testing accommodations for students with disabilities include an accessibility wizard that institutions can turn on that allows the student to adjust the font size on the screen. Within the same wizard, they can also change the font color and the background color, which provides different contrast for those that need it.

Administrations as of April 1, 2011

COLLEGE	PERT Math	PERT Reading	PERT Writing
Broward College	392	350	389
Chipola College	4	6	5
College of Central Florida	12	12	13
Daytona State College	1343	1333	1318
Florida A&M University	2	2	1
Florida Gateway College	6	3	6
Florida State College at Jacksonville	1414	1771	1229
Hillsborough Community College	2	1	1
Lake-Sumter Community College	100	97	100
Miami Dade College	407	458	401
North Florida Community College	34	37	35
Northwest Florida State College	5	9	11
Palm Beach State College	10	7	9
Pasco-Hernando Community College	1446	1353	1356
Pensacola State College	314	288	273
Polk State College	785	715	688
Santa Fe College	87	87	87
Seminole State College	143	141	136
South Florida Community College	2	2	2
St. Johns River State College	161	136	133
St. Petersburg College	2	4	1
Tallahassee Community College	896	721	692
Valencia College	1316	1338	1319
Grand Total	8883	8871	8205

- P.E.R.T. placement tests administered to high school students will be included in the high school grading calculation.
- Faculty interested in participating in the ongoing new item review process, please contact Julie Alexander at julie.alexander@fldoe.org with your discipline area and contact information.

Diagnostic

- McCann Associates agreed to develop two diagnostics per subject area to align with the new developmental education courses.
- Lower level and upper level diagnostic test blueprints for mathematics, reading and writing were approved the week of March 28.
- Each subtest will consist of 50 items and a range of 2-8 items per competency.
- Faculty developed exemplar items for each competency that McCann Associates is using to build the item banks. As with placement, all items will be reviewed and approved by Florida College System faculty.
- Item development will continue through the spring with an anticipated late spring/early summer launch.
- McCann Associates will develop customizable diagnostic reports identifying deficiencies by competency that faculty may use to target instruction and students may use to guide their studies.

Gail Burkett teaches mathematics at Palm Beach State College and she has been involved in P.E.R.T. development from the beginning. Click on the link below to see her describe the experience.

<http://www.youtube.com/watch?v=ZPFigTzUCc4>

Subtest	Average Scores	Cut Scores
Mathematics	94.73	113
Reading	111.32	104
Writing	112.18	99



Your Working Solution