

# CASSC Research and Testing Committee

## MINUTES

Meeting: Wednesday, January 28, 2009

Wolfson Campus, Room 5620

**Present:** Ian Cobham, Christine Dundas, Sheri Goldstein, David Heredia, Rulx Jean-Bart, David Kaiser (Co-Chairperson), Ivonne Lamazares, Susan Manaskie, Juan Carlos Meza, Tom Meyer, Victor Nwankwo, Mayte Pino (for Cecilia Puccini-Martinez), Adam Porro, Silvio Rodriguez (Co-Chairperson), Ivo Rokovich, Cynthia Schuemann, and Leighton Spence

**Not Present:** Sahyli Galera, Rene García, Dora Mejia-Montoya, Wendy Stinger and Sofia Villalobos Tavarez

### **I. Review of Minutes**

Minutes of the meeting of November 12, 2009 were approved.

### **II. New Business**

#### **A. Research Request**

Rodolfo Rivas' research proposal, A Comparison of Online and Traditional Instructional Delivery Methods of Learning in Macroeconomics Courses was discussed. The consensus was that the survey instrument was confusing and does not address the research question. The proposal was disapproved. **There were no votes in favor of the request.** Please refer to the 11/12/2008 minutes for additional information related to this request.

#### **B. How other institutions handle the IRB processes**

David Kaiser presented information regarding IRBs at several other institutions. There are many variations: FIU has a 21 member review board made up mainly of faculty members, Oakton CC has a five member review board, and many community colleges do not have one. Some institutions have exempt or expedited processes for research review. David then informed the Committee that the current policy for approving research requests at MDC is under review, probably as a result of some researchers "shopping" their proposal to several campuses. The committee discussed how the policy could be changed and how this committee should fit into that process in the future. There was some interest in keeping the review process within the Committee's responsibilities and some interest in splitting the function off to a special group. The Committee decided to wait and see the results of the review before making any official comment. The Committee also suggested that a SharePoint site be created to house research requests for review by the Committee. The new site will be presented at the next meeting.

#### **C. Research Review**

David Kaiser presented the Committee members with a list (see attached) of recent research reports that have been distributed throughout the College. Committee members were encouraged to share appropriate information with their area's as that is part of the Committee's charge.

#### **D. Research Priorities**

David Kaiser informed the Committee members that one of the charges of this Committee is to provide advice regarding research priorities for the College. David presented the Committee with a list (see attached) of research questions and asked members to rank each of the proposals by the end of the next week.

#### **E. CPT and no more PASS?**

Silvio Rodriguez distributed a draft version of an updated ACCUPLACER (CPT) retesting procedure and informed the Committee members that the concept of using PASS as a practice test is being revisited at the College. Then explained the following: For SB1908, MDC will be compensated for 11<sup>th</sup> grade h.s. students that we CPT, but we are not compensated for PASS. The PASS cannot be used for reporting purposes. We want to be compensated for all eligible h.s. administrations. By having all

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administrations in the ACCUPLACER (CPT) mode, we will. In addition, we do not want to retest students who have previously passed a subtest. Students with passing "PASS" scores cannot benefit from their performance, as PASS scores are not valid for placement. Instead of having 2 opportunities to take the practice exam and another 2 for the ACCUPLACER (CPT), it has been proposed that students have a total of 4 attempts on the ACCUPLACER (CPT) if they have not yet enrolled in the related subject area.

### **Advantages:**

- The PASS is not used for SB1908 accountability purposes.
- A passing subtest score on the PASS is not used for placement purposes. This will eliminate those situations when students were required to take the same subtest on the CPT after the passed the corresponding subtest on the PASS.

### **Notes:**

- The PASS and the CPT are the same tests. They are just named differently for MDC purposes.
- The 2 attempts that were used for the PASS are being moved to the CPT where a maximum of 2 attempts are currently used.
- The three possible 'retest' attempts on the CPT, plus the initial 1<sup>st</sup> attempt makes it a total of 4 maximum attempts on the CPT.

This was followed by a lively discussion on the use of PASS at MDC and a request by Silvio to the Committee members to brief their respective areas about the proposed changes and report back to him by Monday, February 16<sup>th</sup>, 2009. **Attached** is the most recent draft version of the ACCUPLACER (CPT) retesting procedure.

### **F. Proposed Partnership with English Language Programs and TOEFL waiver?**

Silvio Rodriguez distributed the attached email dated December 12, 2008 and asked Cynthia Schumann to share her thoughts on this subject. This was followed by a lively discussion on the proposed agreement/partnership with two English Language Programs and a request by Silvio to Cynthia to brief the EAP area with the proposed partnership arrangements and report back to the committee at the next meeting.

## **III. Follow-up Items**

### **A. Overview of the Placement Criteria Review Process revised document**

Silvio Rodriguez distributed a revised version of the Overview of the Placement Criteria Review Process document, which included the recommended changes that were presented at the last meeting and from feedback that was provided by members after the meeting date. He reminded the Committee that the document needed minor revisions so it better reflects the actual timeline and review process that it goes through each academic year. The Committee approved the revised document and it is available via [https://www.mdc.edu/ir/CPT\\_CLAST/placement.asp](https://www.mdc.edu/ir/CPT_CLAST/placement.asp).

### **B. Placement Criteria document 2009-2010 review process**

Silvio Rodriguez reminded the discipline/area representatives of their role in the annual review process and then **distributed Draft #2 - (01/28/2009)** of the 2009-2010 Placement Criteria Document and discussed the suggested changes with the Committee. The most recent version (Draft #3 - 02/23/2009), which is available via the Placement Criteria website at [https://www.mdc.edu/ir/CPT\\_CLAST/placement.asp](https://www.mdc.edu/ir/CPT_CLAST/placement.asp) includes the latest changes that were recommended by Committee members and/or submitted to Silvio Rodriguez after the meeting.

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### IV. Information Items

#### A. **SB1908 (CPT pre-12<sup>th</sup> grade testing and high school college preparatory courses)**

Silvio Rodriguez reminded the Committee that the following site is an excellent resource <http://www.fldoe.org/Schools/CommonPlacementTesting.asp> then informed the Committee that there still have not been any formal meetings with MDC and the school district. This was followed by a series of questions and answers. *Note: Subsequent to the meeting the first formal meeting was scheduled for February 24<sup>th</sup>.*

#### B. **IELTS exam in addition to TOEFL for English Proficiency**

Silvio Rodriguez informed the Committee that the IELTS item was on the February College CASSC agenda. *Note: College CASSC approved the use of IELTS at MDC at their February 10<sup>th</sup> meeting.*

#### C. **SAT new score-reporting policy**

Silvio Rodriguez informed the Committee of SAT's new score reporting policy and explained that MDC's selected choice was that prospective students will be presented with the following SAT score-use practice when they request scores be sent to MDC: Highest Section Scores Across Test Dates – Version 1 (Highest M, CR, W). He also informed the Committee that the new score-reporting feature will first be available to all students in early March, 2009. Additional information is available via <http://professionals.collegeboard.com/testing/sat-reasoning/scores/policy>.

#### D. **ACT codes for Miami Dade College and Upward Bound**

Silvio Rodriguez informed the Committee that he recently discovered three old ACT codes that were once used by Upward Bound program at MDC and he will be requesting ACT to make them in-active in their system. This is due to a recent decision at the College to only have one College code for score reporting purposes. The ACT code that is used at MDC is 0770.

### V. Reports

#### A. **Testing Directors**

Adam Porro reported on the following:

##### **CSP v1.1 update:**

The new version of the CSP is tentatively scheduled to be available on Monday, February 2, 2009. The Testing Departments may conduct a validation pilot for the CSP folks, as the company wants to compare student performance on the old and newer versions. We are recommending that participating students and the testing departments be compensated for their efforts (our first proposal is student takes both exams for free and also receives \$30.00; MDC gets paid \$20.00 for administering both exams).

##### **ACCUPLACER i3:**

The process of MDC migrating to the newest version of the ACCUPLACER (CPT) exam will begin next week. Pearson will be supporting the new version of the ACCUPLACER (CPT). This should reduce the number of technical problems experienced with the current version of the program, which is supported by Vantage.

##### **Supervisors Feedback:**

The Supervisors Feedback Administration packages will be distributed on Friday, January 30, 2009.

##### **Student Feedback:**

All faculty members who request "reprints" of their Student Feedback should be encouraged to use the MDC faculty resources website in order to generate an online report. These reports are official and can be used by faculty members who are preparing their portfolios for evaluation.

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### **B. Computer Services**

Victor Nwankwo reported that group email has been fixed and course alignment has been cleaned up.

### **C. IR Activities**

David Kaiser reported on the following (submitted by Margaret Mannchen):

#### **Institutional Research Activity for November 2008 through January 2009**

##### Required State and Federal reporting completed:

- Closing Fall and Opening Spring SDB and ADB submissions
- Certify State Accountability Measures data
- Title V Annual Performance Report Institutional Profiles (for campuses)
- Title V 2009 Eligibility Application data (for campuses and college-wide)
- IPEDS Graduation Rate Exclusions (deceased students) data file

##### The following information capsules/profiles were completed and are available on the IR website:

- Fall Profile 2008-1
- Research Note RN2008-01 Analysis of Excess Credits State Report -- 2007-08
- IC2009-01C Student Success in Intensive (8-week) Courses Compared to the Regular (16-week) Format
- Research Note RN2008-02 Campus Results for College Preparatory Success Measure Fall 2004 Cohort

##### Other projects:

- SACS Institutional Profile Survey
- College Board Annual Survey
- Peterson's Guide data verification
- CUPA Survey data (for Human Resources)
- Data support for School of Architecture & Interior Design Baccalaureate feasibility study
- Data support (STEM program declares) for NSF PRISM Grant applications (Wolfson, North, Hialeah campuses)
- Jack Kent Cook Scholarship Foundation Community College Profile data
- Tracking adult education students into college credit enrollment, and ESOL students into ABE/GED enrollment
- Perkins performance analysis

##### The following surveys are in progress or recently completed:

- Enrolled Student Survey
- Baccalaureate Programs - Enrolled Student Survey
- EPI – Enrolled Student Survey (Online)
- BSN – Enrolled Student Survey (Online)
- QEP – Mathematics Attitude Survey
- Video Contest Survey 2008-1
- MDC Employer Survey
- Technology Tools Used in Classrooms

### **D. Enrollment Management – No report given**

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### **E. Area Report for CASSC Research and Testing Representatives**

#### **Deans:**

Sheri Goldstein reported that Student Services is hosting Open Houses at all MDC campuses during the period of January 27 through January 31.

#### **EAP:**

Cynthia Schuemann reported that the EAP discipline is working on a 3 year project to develop Exit Tests.

#### **Career and Technical Education:**

Christine Dundas reported that the hours identified by the FLDOE for any of the Career and Technical certificates are maximum hours, but every program is based on the completion of the required competencies. The FLDOE indicates that the programs are competency based. We are seeking clarification from the State whether it can be competency based, or must the programs be a minimum number of hours.

#### **Next Meeting:**

The next meeting of the Research & Testing Committee will be Wednesday, March 25, 2009 at 2:00pm in Bonnie McCabe Hall, Wolfson Campus Room 5620.

#### **Distribution:**

CASSC Research & Testing Committee  
Emily Sendin, CASSC Chairperson  
Jose Vicente, Campus President responsible for Testing  
Joanne Bashford, Associate Provost of Institutional Effectiveness  
Pamela Menke, Associate Provost for Academics  
Malou Harrison, North Campus Dean of Student Services

## Research

- Review and forward significant research findings to Academic and/or Student Deans, and others, as appropriate
- Advise and help determine College research priorities for the year

## Recent Research

### **Performance Based Funding 2008-09** <http://www.mdc.edu/ir/iremployees/IC2008-12C.pdf>

Florida decreased Performance Based Funding for the 2008-09 funding year. MDC earned \$2.9 million, a decrease of about \$371,000 (-11%) from last year. The state shifted almost \$1 million into the incentive categories (time-to-degree/excess credits, college preparatory completion, and targeted critical needs) this year, so while MDC's points decreased slightly, the College earned about \$124,338 more incentive dollars than last year. Our overall share of the state Performance Based Funding allocation was 13.6%.

### **Analysis of Excess Credits State Report 2007-2008** <https://www.mdc.edu/ir/iremployees/RN2008-01.pdf>

One of the measures in Florida's Performance Based Funding is the "time to degree". Colleges benefit for each A.A. graduate who registers for 72 or fewer applicable credits before earning the degree. Of the 5,238 MDC 2007-08 A.A. graduates, 37% met this threshold and 9% registered for exactly 60 credits. Campus results varied.

### **Graduate Survey 2007-2008** <https://www.mdc.edu/ir/iremployees/RR2008-04R.pdf>

94% of graduates were "very satisfied" or "satisfied" with MDC overall. 91% or more rated themselves "above average" or "average" on all ten learning outcomes and at least 70% of the graduates rated MDC's contribution as "very helpful" or "helpful" for each outcome.

### **Campus Results for College Prep Success Measure Fall 2004 Cohort**

#### <https://www.mdc.edu/ir/iremployees/RN2008-02.pdf>

State Performance Based Funding includes incentive money for students who complete the highest level of required college preparatory coursework within two years. This research note reports completion rates by campus. Students who took the majority of their classes on North Campus in the first term had the highest completion rates in Reading (63%), students on Kendall Campus had the highest rates for Writing (64%), and students on Homestead Campus had the highest rates for Mathematics (58%).

### **Student Success in 8-week vs. 16-week format** <http://www.mdc.edu/ir/iremployees/IC2009-01C.pdf>

This study compares student achievement in courses taught in an 8-week intensive format, with courses taught in traditional 16-week format. Student success and progression rates are similar in both formats, although some differences can be seen at the subject level.

### **Fall Profile 2008-1** <http://www.mdc.edu/ir/datapages/democred.pdf>

["Enrollment/Graduation Statistics | Fall Profile 2008] –

- 61,283 students up 4.9% over 2007-1
- 1,169 Dual Enrollment up 15.7%
- 534 enrolled in BS up 18%
- 374 enrolled in BAS up 42%
- 191 enrolled in BSN up Infinity
- 571,555 total credits up 5.1%

### **The following surveys are in progress or recently completed:**

Enrolled Student Survey  
Baccalaureate Programs - Enrolled Student Survey  
EPI – Enrolled Student Survey (Online)  
BSN – Enrolled Student Survey (Online)  
QEP – Mathematics Attitude Survey  
Video Contest Survey 2008-1  
MDC Employer Survey  
Technology Tools Used in Classrooms

# Research Priorities

1. Which students are not doing as well? Identify factors such as demographic information, test scores, length of time out of school, etc. that predict students who do not perform as well as most students.
2. Which students do we lose? Identify factors such as demographic information, test scores, length of time out of school, etc. that predict students who drop out of college after or during the first semester or first year.
3. Which students get tested but never attend? Identify factors that identify students who are likely to get tested but never actually attend a class. Perhaps address other questions on the CPT such as parent education, etc. that could lead to early interventions.
4. Which students are going to the SAIL Lab? Do they benefit? How well does this prepare students?
5. How does Class Time/Class Size affect pass rate, success rate, retention rate?
6. Room/Space Utilization Report
7. # of Students completing lots of credits but not completing MAT
8. At what point in their progression do students take CGS1060? When do they take the CSP? When do they meet their college competencies?

# RETEST PROCEDURE FOR FLORIDA COLLEGE ENTRY LEVEL PLACEMENT TEST [ACCUPLACER (CPT)] AND PASS

Draft as of 02-24-2009



## CPT

Students may retest ~~once~~ three times on each subtest of the ACCUPLACER (CPT) for initial placement prior to enrollment in any course within that subject area. Enrollment will be determined at the 100% refund date.

Students who have already begun ~~any level of~~ college preparatory instruction in a subject area may only be referred for retesting on a case-by-case basis by faculty through their department College Preparatory Chairs. After the two-year period, since scores are no longer valid for placement, students who have not yet begun a subject area are free to retake the test two additional times as long as the score(s) have not been used for placement. Note: Pursuant to Section 1008.30 F.S., the Florida College Basic Skills Exit Test (Exit Test) is to be used upon completion of college preparatory coursework. This does not allow for the use of the ACCUPLACER (CPT) as an Exit Test or for the purpose of earning a passing grade in the highest level of college preparatory courses. However, the ACCUPLACER (CPT) may be used for retesting on a case-by-case basis by faculty through their department College Preparatory Chairs for students who failed the Exit Test and/or one or more of the highest level college preparatory courses to adjust placement. This would occur if the authorized student achieves the State required placement score for entry into college-level coursework.

The decision to allow re-testing should be made on an individual basis and have the best interest of the student in mind. In addition to the ACCUPLACER (CPT), information from other sources may be used to adjust placement or exempt students from courses (e.g. further assessment in the classroom such as diagnostic tests and writing samples, CLEP or credit by exam, or transcripts of coursework taken elsewhere).

## Notes:

Students who have already registered in a mathematics course (and are past the 100% refund deadline) are not eligible to take the College-Level Mathematics subtest without permission from the chairperson of the Mathematics Department.

**Ability-to-Benefit** students may retest once at any time after the initial testing date. For any subsequent attempts, the student must wait at least three months between administrations. Remediation is advised between administrations.

## PASS

~~PASS is a practice version of the CPT. It has the same format and content as the CPT although scores from the PASS cannot be used for course placement. The PASS can help familiarize examinees with the computer format of the CPT to ease anxiety surrounding the testing process. In addition, the PASS can identify skill area deficiencies prior to taking the CPT.~~

~~In keeping with student flow recommendations addressing better orientation to placement tests, high school students are encouraged to take the PASS and use the results to make decisions about which classes to take while in high school. Miami Dade College (MDC) students are also encouraged to take the PASS and remediate if they choose to do so through non-credit workshops, labs or other means prior to CPT testing and placement in courses.~~

## Guidelines:

- ~~• MDC students may retest once on each subtest of the PASS within one calendar year. Subsequent attempts on the same subtest within one calendar year must be authorized by the campus Testing Director. The Testing Department will enter all PASS scores in Odyssey.~~
- ~~• High school students may retake the PASS as needed. The Testing Department will enter the scores and high school grade level status in Odyssey for each PASS testing session after the New Student Center has completed entering the required information in the Odyssey PROSPECT screen.~~
- ~~• The Campus Testing Department reserves the right to restrict PASS testing during peak registration periods.~~

## Points to remember:

- All referrals for CPT retesting students who already begun college preparatory instruction in a subject area within two calendar years must be approved by the department chairs or their designee. This includes students returning from suspension, students that who fall under the three time or four time repeat rule and students that who have completed Adult Basic Education, Adult Secondary, or private as well as any MDC based provider instruction as an alternative to traditional college preparatory instruction.
- ~~All information requested on the college-wide CPT Retake Authorization form must be completed.~~ Retesting authorizations must ~~may also~~ be processed by entering a comment in the Odyssey testing screen of the student (SR, TS, TS, TP).

**From:** Roman, Rosario  
**Sent:** Thursday, December 11, 2008 2:08 PM  
**To:** Menke, Pamela  
**Cc:** Epstein, Paula  
**Subject:** Proposed Partnership with English Language Programs

Dr. Menke,

I met with Dr. Paula Epstein, lead Director of International Student Services who brought forth a recommendation agreed upon by the Campus International Student Services Directors regarding establishing a partnership with English Language programs offered by two external institutions:

- House of Tutors/Intensive American English Institute – (Austin, TX)
- Open Hearts International College, Inc. (Miami, FL)

The proposed agreement would create a "pathway program" for students who complete their English language instruction at these institutions and then transfer to MDC and enroll in regular college credit degrees. Dr. Epstein indicated that Dean Harrison agreed with the concept, as it is no different from any international student transferring from an iEAP program to us. MDC would like to see a TOEFL score but it is not mandatory. **It just helps brand our name out there by letting these programs promote MDC as a transfer institution.**

Provisions:

- (a) Students who complete the English language program at the transferring out institution would be waived from taking the TOEFL (Test of English for Foreigners) exam, but they would need to take the PASS exam at MDC to prepare them for the CPT, which is required for all degree-seeking students. If the scores on the PASS exam were low, the student would be advised to take the College's English language placement test, COMPASS, for placement in EAP courses.
- (b) International students would meet MDC's entrance requirements which include filling out an MDC international student application, submittal of appropriate high school completion document, letter of financial support, and transfer eligibility form signed by the transferring out school.

**The International Services directors see it as a positive way to recruit international students who would consider MDC as their institution of choice to pursue their postsecondary studies if a pathway is established for them, as MDC would be promoted at their schools. It would also serve as a model to help amplify our existing Dual Degree/Bridge program with FIU which doesn't include referral to MDC of international students that are not accepted at FIU.**

This is a summary for your review and consideration.

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