Postsecondary Challenge Assessments as Part of the Credit Transfer Mix from Secondary
Authority for credit by assessment [TN]

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES

TENNESSEE BOARD OF REGENTS

LOCAL INSTITUTION
3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript.

(See Commission policy “The Transfer or Transcripting of Academic Credit.”) (Acceptance of academic credit)
Policies in Higher Education

- Does the College System have policies or guidelines in place that speak to a system-wide credit by assessment system?

- Does the local College have written and published policies or guidelines in place that speak to credit by assessment?

- Specifically in the college catalogue?
Types of Assessment

Norm – referenced
[ACT, SAT]

Criterion – referenced
[NOCTI, CTE in general]
Competency-based assessments?

What type test best serves the student and the college?
# Performance or Cognate?

<table>
<thead>
<tr>
<th>Performance assessment:</th>
<th>Cognate assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Test for skills demonstration</td>
<td>○ Test for knowledge</td>
</tr>
<tr>
<td>○ Can be most aligned with real world situation (i.e. authentic assessment)</td>
<td>○ All performance skills have a foundation in knowledge</td>
</tr>
<tr>
<td>○ Higher cost, unless utilize classroom rubric</td>
<td>○ Less cost in relation to controlled performance assessments</td>
</tr>
<tr>
<td>○ Reliability of assessors is problematic from site to site</td>
<td>○ Reliability can be better controlled from site to site</td>
</tr>
<tr>
<td>○ Possibility of high validity</td>
<td>○ Possibility of high validity</td>
</tr>
</tbody>
</table>
Performance or Cognate?

- **Performance assessment:**
  - Process
  - Product

- **Cognate assessment:**
  - Recall
  - Manipulation of knowledge
Performance or Cognate?

- **Performance assessment:**
  - High training of smaller group
  - High cost for controlled assessment with high reliability and validity
  - Lower security

- **Cognate assessment:**
  - High training, broader group
  - Moderate cost for controlled assessment with high reliability and validity
  - Higher security
Most states have gone to cognate assessments, if the results are to be for “high stakes” (i.e. credit) because of costs and more consistency and reliability of results.
Assessment System Questions

WHAT NEEDS TO BE TAKEN INTO CONSIDERATION WHEN DEVELOPING THE ASSESSMENT SYSTEM?
General Considerations

- What is the timeline for the development and implementation of an assessment system?
- Who is going to head up the process and how much time will that individual have to give to the process?
- What type expertise will you need to develop the statewide assessment system?
- What type technology will you need to realize the system?
- What level of involvement will faculty have? Do they have the time?
General Considerations

- What level of involvement will faculty have? Do they have the time?
- What level of involvement will administrators have?
- What level of involvement will secondary stakeholders have?
- What policies and guidelines will need to be reviewed in light of the new assessment system?
- Where will the credits be held in escrow? And eventually accessed?
<table>
<thead>
<tr>
<th>Form</th>
<th>Item Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires high security</td>
<td>The more test items, the lower the security required</td>
</tr>
<tr>
<td>Equivalency and reliability is limited to the number of forms developed</td>
<td>Equivalency and reliability of assessment must be of greater concern</td>
</tr>
<tr>
<td>Form</td>
<td>Item Bank</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>• Requires less time to bring “on-line”</td>
<td>• Requires more time to bring all items “on-line”</td>
</tr>
<tr>
<td>• Consistency of assessment from year to year</td>
<td>• Requires greater focus on item and test analysis to maintain consistency between years</td>
</tr>
</tbody>
</table>
## Test Form(s) or Item Bank Development

<table>
<thead>
<tr>
<th>Form</th>
<th>Item Bank</th>
</tr>
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<tbody>
<tr>
<td>• Consistency within a given year can be maintained</td>
<td>• Consistency within a given year can be maintained</td>
</tr>
<tr>
<td>• Cut scores can be established once</td>
<td>• Cut scores may need to be established each year</td>
</tr>
</tbody>
</table>
The Development Cycle – Test Pilot

Three ways to pilot –

- Utilize assessment as end-of-course comprehensive assessment at the colleges
- Assess secondary students with understanding that results of the assessment will be delayed
- Combination to indicate a correlation of score
What are topics within the testing cycle?
Question for Secondary

IS YOUR FACULTY READY TO, AND CAPABLE OF, TEACHING A COLLEGE LEVEL COURSE?

IS THE STUDENT AGE-READY, AND CAPABLE OF, SUCCESSFULLY COMPLETING A COLLEGE-LEVEL COURSE?
Question for Postsecondary

IS YOUR FACULTY READY TO, AND CAPABLE OF, ACCEPTING CREDIT BY ASSESSMENT SCORES RELATED TO A PARTICULAR COURSE?
Cycle Elements

- Course content training
- Support services to secondary
- Practice tests?
- Assessment
- Reporting to student
- Reporting and technical support to high school
- Reporting of scores to receiving postsecondary institution. [database?]
Course Content Training

- Prior to the end of spring semester, summer conference, but prior to classes beginning
- Which textbooks and supplemental materials are to be utilized?
  - Secondary may need to add activities or practice (i.e. lab) elements to the postsecondary curriculum to meet secondary time schedule of classes
Support Services to Secondary

- How will the postsecondary regularly provide support for secondary faculty, especially during the first year?
- Will postsecondary provide supplemental materials?
Assessment

- Will the system be able to support practice tests?
- Medium for assessment – pencil or computer?
- How will testing be integrated into the secondary semester schedule?
- How will testing facilitators be trained?
- What occurs if security is breached?
- How do you audit statewide assessment?
How will the student receive scores and other feedback?

How will the student be able to receive credit at a postsecondary institution?
Reporting to and Technical Assistance to High Schools

- Close the testing cycle
- Give feedback to the secondary faculty and institution. Question is how?
- How do you help improve performance of future students?
Reporting of Credit to Receiving Institution

- On High School Transcript With Notation?
- Development of database with letter to student?
- Other
Cost Factors

Either the state pays or the student. Which will?

- Computerized
  - Developed in-state
  - Commercially bought
  - Computers

- Paper and Pencil
  - Scanatron
  - Recurring supplies
  - Postage
## Tennessee’s Statewide Challenge Assessments

<table>
<thead>
<tr>
<th>Statewide Dual Credit Course</th>
<th>Postsecondary Course Title</th>
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<tbody>
<tr>
<td>Pre-Calculus</td>
<td>Pre-Calculus</td>
</tr>
<tr>
<td>Introduction to Plant Science</td>
<td>Introduction to Plant Science</td>
</tr>
<tr>
<td>Introduction to Agriculture Business</td>
<td>Introduction to Agriculture Business</td>
</tr>
<tr>
<td>Criminal Justice 1</td>
<td>Introduction to Criminal Justice</td>
</tr>
<tr>
<td>Sociology</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>Statistics</td>
<td>Introduction to Probability and Statistics</td>
</tr>
<tr>
<td>Psychology</td>
<td>Introduction to General Psychology</td>
</tr>
<tr>
<td>World History</td>
<td>Survey of World History II</td>
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Postsecondary Challenge
Assessments as Part of the Credit Transfer Mix from Secondary

JOHN M. TOWNSEND  PhD, EdD
ASSOCIATE VICE CHANCELLOR

JOHN.TOWNSEND@TBR.EDU