

Postsecondary Challenge Assessments as Part of the Credit Transfer Mix from Secondary



NATIONAL CAREER PATHWAYS NETWORK ANNUAL
CONFERENCE

6 OCTOBER 2016

JOHN M. TOWNSEND
ASSOCIATE VICE CHANCELLOR



TENNESSEE'S
COMMUNITY COLLEGES

Authority for credit by assessment [TN]



**SOUTHERN ASSOCIATION OF COLLEGES AND
SCHOOLS COMMISSION ON COLLEGES**

TENNESSEE BOARD OF REGENTS

LOCAL INSTITUTION



COC - THE PRINCIPLES OF ACCREDITATION: FOUNDATIONS FOR QUALITY ENHANCEMENT



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 Transcribing 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?

- **Performance assessment:**

- Test for skills demonstration
- Can be most aligned with real world situation (i.e. authentic assessment)
- Higher cost, unless utilize classroom rubric
- Reliability of assessors is problematic from site to site
- Possibility of high validity

- **Cognate assessment:**

- Test for knowledge
- All performance skills have a foundation in knowledge
- Less cost in relation to controlled performance assessments
- Reliability can be better controlled from site to site
- Possibility of high validity

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

Performance or Cognate?



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?**

Test Form(s) or Item Bank Development



Form

- Requires high security
- Equivalency and reliability is limited to the number of forms developed

Item Bank

- The more test items, the lower the security required
- Equivalency and reliability of assessment must be of greater concern

Test Form(s) or Item Bank Development



Form

- Requires less time to bring “on-line”
- Consistency of assessment from year to year

Item Bank

- Requires more time to bring all items “on-line”
- Requires greater focus on item and test analysis to maintain consistency between years

Test Form(s) or Item Bank Development



Form

- Consistency within a given year can be maintained
- Cut scores can be established once

Item Bank

- Consistency within a given year can be maintained
- Cut scores may need to be established each year

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

The Test Cycle



**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?

Reporting to Students



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



<u>Statewide Dual Credit Course</u>	<u>Postsecondary Course Title</u>
Pre-Calculus	Pre-Calculus
Introduction to Plant Science	Introduction to Plant Science
Introduction to Agriculture Business	Introduction to Agriculture Business
Criminal Justice 1	Introduction to Criminal Justice
Sociology	Introduction to Sociology
Statistics	Introduction to Probability and Statistics
Psychology	Introduction to General Psychology
World History	Survey of World History II

Postsecondary Challenge Assessments as Part of the Credit Transfer Mix from Secondary



JOHN M. TOWNSEND PhD, EdD
ASSOCIATE VICE CHANCELLOR

JOHN.TOWNSEND@TBR.EDU

