

Chancellor's Office  
Request for Approval for the Use or Renewal of a Locally Managed Test

Response to Preliminary Report

School of Continuing Education  
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Problems were identified in the areas of content validity, reliability, and disproportionate impact. There was also concern about identifying which tests and test form levels were included in the review. These issues will be addressed below and correspond to the structure of the Review Analysis and Comments in the Preliminary Report

### 1. Validity

This request for TABE to be placed on the Chancellor's Approved List of Locally Managed Instruments is being made by the School of Continuing Education, not our District. The School of Continuing Education (SCE) represents a single entity—we are a free standing, independent noncredit institution that is a part of the North Orange County Community College District. The other colleges within this district include Cypress College and Fullerton College. The SCE has one high school diploma program, and this population of students was used in our assessment validation study. SCE has one primary campus at Anaheim, though our SCE High School Diploma Program is offered at SCE's two other campuses located in the cities of Cypress and Fullerton. The curriculum, delivery of instruction, and student population is the same at all 3 locations, and it is considered one program. However, the validation study did include students from each of the 3 locations (in roughly equal numbers), and one instructor from each location also participated in the content validation study. We believe our study is a representative sample of all SCE High School diploma students.

The SCE is seeking approval for the Reading subtest of the Tests of Adult Basic Education (TABE), Form 9 Survey, published by CTB McGraw-Hill. Specifically, we are seeking approval for all 4 levels of the Reading subtest, which includes Level A (the highest level), Level D, Level E, and Level M (the lowest level). It should be noted that the publishers, CTB McGraw-Hill, do not differentiate TABE by its 4 levels; rather, TABE tends to be differentiated by its subtests, which are Reading, Math Computation, Applied Math, and Language. Furthermore, each level of TABE is calibrated such that students taking lower levels of TABE (Levels E and M) cannot obtain as high a scale score on the Reading subtest as those students taking higher levels of TABE (Levels A and D). Thus, scale scores have a direct relationship with the level of TABE. The Technical Report provided by McGraw-Hill, which includes their studies of validity, test development, reliability, norming, and test bias, provides support for the validity of all levels of TABE within each subtest.

SCE's own validation study (please refer to our initial request for approval) included students that took each level of TABE. SCE's content validation and all statistical analyses and

investigations into the adequacy of our cut scores supported the validity of the Reading subtest of TABE at each level.

## **2. Reliability**

SCE is requesting that only the Reading subtest of TABE be approved; we are not including Language or the other subtests at this time. We have provided reliability information from the publisher, CTB McGraw-Hill, for our reliability evidence at this time. This evidence provides strong support for the reliability of the Reading subtest.

## **3. Test Bias**

SCE has provided extensive evidence from the publisher, CTB McGraw-Hill, that the Reading subtest of TABE is free from test bias. Since the guidelines state that citing evidence from the test publisher is sufficient and that additional data from the college is not required, we believe we have demonstrated adequate evidence in this area.

## **4. Cut Score**

No comments needed.

## **5. Disproportionate Impact**

SCE, at the time of our renewal request, will plan on submitting additional local evidence that assesses disproportionate impact. We have demographic data available for every student that is assessed with TABE—this includes age, gender, and ethnicity. We are currently not assessing disabled students as this population is referred to our DSPP Program for assessment. As a first step, we will plan on exploring mean differences among groups on assessment scores. We will also document the advisory recommendations that are made to each student based on TABE assessment scores and multiple measures. We will then investigate whether a particular group of students, based on the demographic information collected, is being disproportionately referred to remedial support in the Learning Center (i.e. placement rates). We will provide statistical evidence documenting whether any relationship exists between demographic information and the advisory recommendation.

When our initial request for approval is accepted, we will conduct ongoing investigations of disproportionate impact every three years. If any disproportionate impact is discovered, SCE will develop and implement a plan to correct this. This may include studies of differential prediction, and also devoting additional student services to the affected populations.

Approved June 4, 2009 by:

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