

Final Report and Approval Status
June 2015

California Community Colleges Locally Managed/Developed Objective Test

College: **Mt. San Antonio College**

Renewal Request? ☒ Yes ☐ No

Test/System: **California Chemistry Diagnostic Test
(1997 version)**

Prior review dates: **Resubmit from July
2014 Renewal**

Recommendation: ☒ Approval ☐ Probationary Approval
☐ Provisional Approval ☐ Disapproval

Problems:

- | | | |
|------------------------------|--|---|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | 1. Content Validity |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | 2. Reliability (<input type="checkbox"/> Stability or <input type="checkbox"/> Internal Consistency <input type="checkbox"/> Standard Error) |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | 3. Test Bias |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | 4. Cut Score |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | 5. Disproportionate impact* (See Comment) |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | 6. Other |

Review Analysis and Comments

1. *Validity*

Content (☒ Insufficient Info. ☐ Plan Only/No Data ☐ Inadequate Study ☐ Other)

2. *Reliability*

☐ Stability

-OR- (☐ Insufficient Info. ☐ Plan Only/No Data ☐ Inadequate Study ☐ Other)
☐ Internal Consistency

Standard

Error (☐ Insufficient Info. ☐ Plan Only/No Data ☐ Inadequate Study ☐ Other)

3. *Test Bias* (☐ Insufficient Info. ☐ Plan Only/No Data ☐ Inadequate Study ☐ Other)

(Note: Must perform one of these: DIF analysis, panel group, or differential prediction for appropriate linguistic and/or cultural groups.)

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4. *Cut Score* (☐Insufficient Info. ☐Plan Only/No Data ☐Inadequate Study ☐Other)
(Note: May establish cut score through empirical or judgmental process.)

5. *Disproportionate Impact*
(☐Insufficient Info. ☐Plan Only/No Data ☐Inadequate Study ☒Other)

(NOTE: This is not a new comment but retained from July 2014 report)

The college presented a thorough analysis of disproportionate impact including two follow-up studies that consider the relationship of course placement with high school background and with intermediate algebra course placement. The results of the second study suggest that Latino students who place into intermediate algebra – an important pre-course skill – are less likely to also place into the CHEM50 course when compared to all other ethnicities, thus indicating disproportionate impact that is unrelated to low academic preparedness and high rates of economically disadvantaged family background which the first study suggests. The college is urged to further investigate this finding and to develop concrete plans to remedy the disproportionate impact on Latino students for placement into CHEM50. Similar plans of action should also be developed to address the disproportionate impact observed for female students.

6. *Other*