

Registry of Efficacy and Effectiveness Studies

Study Title:

Multiple Measures Assessment: Long-Term Follow-Up Study

Registry ID: 6700.1v2

Version History

Changes were published on May 25, 2021 9:59:43 AM EDT

Currently viewing this version.

Description of changes published:

These changes are updates to the original published plan, including an attached analysis plan narrative.

The first version of this entry was published on April 8, 2021 2:12:15 PM EDT

[Review this version.](#)

Section I: General Study Information

PI name: Nicole Edgecombe

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Co-PI affiliation: Columbia University. Teachers College

Primary Funding Source(s):

Institute of Education Sciences

Award Number(s):

R305C140007

IRB Name:

Teachers College, Columbia University

IRB Approval Date:

2020-10-21

IRB Approval Number:

14-361

Other Registration Name:

-

Other Registration Date:

-

Other Registration Number:

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Study Start Date:

2014-07-01

Study End Date:

2023-06-30

Intervention Start Date:

2016-01-07

Timing of entry:

Prior to analysis of outcome data

Brief Abstract:

This study is a long-term follow-up of the initial randomized control trial (RCT), which evaluated a multiple measures placement system in community colleges in the State University of New York system—one that incorporated placement test scores as well as data from high school transcripts of incoming first-time-in-college students—and compared it to colleges' status quo placement procedures, typically involving a single placement test. The initial study findings are based on a relatively short window: three to five semesters of data; to determine longer-term impacts of multiple measures placement systems on student outcomes, the proposed follow-up study will track students for five additional semesters, from study entry through spring 2021. There will be four confirmatory outcome measures: college-level credits earned, passed first college-level math course, passed first college-level English course, and degree earned or transfer to a four-year college. Additionally, there will be several exploratory measures that examine enrollment and completion of college-level courses and credits as well as academic persistence and success. We will also examine the effects for a variety of student subgroups, including analyses by gender, Pell recipient status, race/ethnicity, and zone status (bumped-up zone, defined as students who were placed into a college-level course but who would have been placed into a developmental course under status quo placement; and bumped-down zone, defined as students who were placed into a developmental course but who would have been placed into a college-level course under status quo placement). Finally, we will do a cost analysis of using multiple measures versus status quo placement measures.

Keywords:

developmental education, multiple measures assessment, community college, placement

Comments:

-

Section II starts on the next page.

Section II: Description of Study

Type of Intervention:

Policy

Topic Area of Intervention:

Developmental Education

Number of intervention arms:

1

Target school level:

-

Target school type:

Community Colleges

Location of Implementation:

United States: United States : Northeast

Further description of location:

The State University of New York (SUNY) community college system

Brief Description of Intervention Condition:

The alternative placement system we evaluated uses data on prior students to weight multiple measures — including placement test scores, high school GPAs, and other measures — in predictive algorithms developed at each participating study college that are then used to place students into remedial or college-level courses.

Brief Description of Comparison Condition:

The business-as-usual condition was colleges' status quo placement procedures (i.e., a single placement test).

Comparison condition:

Business-as-usual

Comments:

-

Section III: Research Questions

Confirmatory research questions:

No Questions added yet.

Exploratory research questions:

No Questions added yet.

Comments:

-

Section IV-A: Study Design (Selection)

Study Design:

Randomized Trial (RT)

Comments:

Probability of assignment to treatment: 50%

Section IV-B: Study Design (Input)

Study Design: Input

Unit of random assignment of intervention:

Student

Assignment within sites or blocks:

Yes

Define the sites or blocks:

School

Probability of assignment to treatment the same across sites or blocks:

Yes

Probability of assignment to treatment:

-

Unit outcome data measured:

Student

Intermediate clusters between unit of random assignment and unit of measurement:

Comments:

-

Design Classification

Based on the responses above, this study has been classified as:

RT: Multisite (Blocked)

Section V: Sample Characteristics

Approximate number of students in the comparison condition within each school:

Approximate number of students in the intervention condition within each school:

Number of schools: 7

Yes - Anyone who underwent the placement process for the first time during the study intake period.

Comments:

-

Section VI: Outcomes (Input)

Confirmatory question 1: Outcome Measure 1

Outcome domain: Student Progress/Completion

Minimum detectable effect size:

Outcome measure:

Scale of outcome measure: Continuous

Normed or state test: No

Test-retest reliability: N/A

Internal consistency: N/A

Inter-rater reliability: N/A

Same outcome measure in treatment and comparison groups: Yes

Section VII: Analysis Plan

A valid response is required in section III, section IV and section VI before proceeding with input.

Section VIII: Additional Information

Links:

No links have been added yet.

Files:

File Name: [CCRC Data Analysis Plan v10.pdf](#)

Description:

Comments:

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