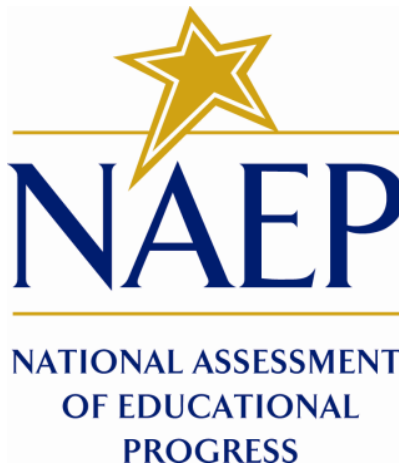


# NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

## Appendix B

### *Technical Documentation for the NAEP Study of First-Year Texas Postsecondary Students 2010 Pilot Test*

*(NAEP SDC Special Study Task 7)*



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▪ NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Texas Higher Education Coordinating Board

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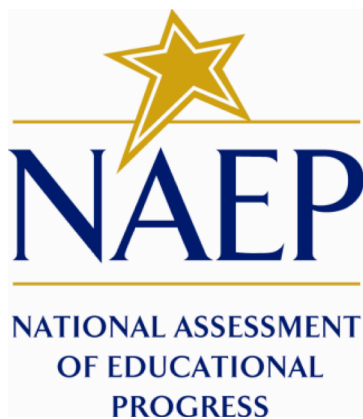
**2010 NAEP Pilot Study of First-Year College Students**

**Telephone Discussion Guide for Phase 1**

*Prepared by:*

*Westat*

*June 18, 2010*



## Part A. Introduction

Hello, this is *(interviewer name)* calling from Westat, a research company working with the National Center for Education Statistics, part of the U.S. Department of Education. I'm calling today to talk with you about the **THECB/NAEP First Year College Student pilot study**, a new research project in which your college is taking part. Did you receive my recent e-mail regarding this call, and are you familiar with this study?

*(Explain prior contacts with the college and permissions obtained. Note any required follow-up to secure cooperation.)*

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This call should take around one hour to complete. Are you able to spend that time with me now?

*(Schedule callback, if necessary.)*

### 1. Let me start with some background information about the study.

Texas has been asked by the National Assessment Governing Board (Governing Board) to participate in a pilot study that will lead to better information about the academic preparedness of 12<sup>th</sup> grade students for postsecondary education. Last March, the Texas Commissioner of Higher Education invited your college to take part in this research and your administration agreed.

The purpose of the pilot study is to determine the feasibility of administering the 12<sup>th</sup> grade reading and mathematics tests of the National Assessment of Education Progress (NAEP) to a representative sample of incoming first year college students. This is one part of a comprehensive program of research, comprised of as many as 18 planned studies, the Governing Board is supporting to enable 12<sup>th</sup> grade NAEP to serve as an indicator of preparedness for postsecondary education and training. NAEP is considered the gold standard of educational assessments. It is the only nationally representative source of data on student achievement at grades 4, 8 and 12.

Administering the NAEP 12<sup>th</sup> grade assessments to first year college students could help educators, researchers and policymakers better understand the academic linkages between high school and college.

Westat will be responsible for selecting the sample of students for this study and for administering the assessment sessions. We have administered NAEP in secondary schools since 1983, but this will be the first time NAEP has been administered on college campuses. We will need your guidance in planning the best way to conduct this study at your college.

For example, we will need on-campus assistance in obtaining sampling lists, locating and recruiting sampled students, and in choosing a location for the testing and other logistical support. Your help will be critical to ensuring a successful pilot study. The campus location taking part in this study is *(specify name and location of campus)*. **Participating colleges will receive \$1,000 to defray administrative costs related to this project.**

Do you have any questions so far? *(Note questions or say “I’m about to cover that now . . .”)*

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## 2. The Sample

The pilot study sample will be randomly selected from among those students who: **(1) completed 12<sup>th</sup> grade at a public or private high school anywhere in the U.S. in 2010; (2) who are registered to attend classes at your college/university in the fall of 2010, and; (3) will be age 18 or older by August 31, 2010.** A subsample of the eligible students will be selected and invited to complete the NAEP assessments.

Our goal is to achieve approximately 70 completed NAEP student assessments at each participating college. Because some selected students will decline or be unable to participate, we plan to begin the process by selecting a larger total number of students for recruitment to account for non-response.

It’s important that the pilot study use a valid random starting sample of students so we can be confident the results represent all the eligible students. Therefore, we will not be able to ask for volunteers.

We will need on-campus help to obtain a list of students that covers all or nearly all of the eligible students, as just described. If possible, prior to sampling, we would like to identify the eligible students enrolled in *developmental/non-credit bearing* remedial math and/or reading courses.

In a moment, I’ll go through some specific questions with you about how we can best plan the sampling procedures. Do you have any questions or comments at this point?

*(Note questions.)*

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### **3. Conducting the NAEP Assessments**

We will work closely with you in developing a feasible, practical approach to conducting the testing that will work for your institution. Our initial thinking is to conduct multiple NAEP “drop-in” sessions over a period of roughly five days at each campus. The drop-in sessions would be scheduled throughout the day at times convenient for students to attend. We will use experienced NAEP field staff hired and trained by Westat to organize and administer the assessment sessions.

During the NAEP sessions, students will be asked to complete roughly 30-40 questions on either reading or math, plus several background questions. The entire process takes 60 to 90 minutes to complete.

### **4. Confidentiality of NAEP Data**

Principles of data security and confidentiality are vital to the NAEP process. All NAEP student data are strictly confidential. To ensure confidentiality, students’ names are removed at the assessment site from all completed assessment materials before they are shipped for processing. The [National Center for Education Statistics](#) (NCES) in the U.S. Department of Education is responsible by law for carrying out the NAEP project. NCES enforces strict confidentiality standards to ensure that no personally identifiable information is ever released to third parties. All of the Westat staff involved in administering NAEP are carefully trained in confidentiality procedures and have pledged to strictly enforce NAEP privacy rules and guidelines at all times.

Student names and other identifiers are kept strictly confidential through all parts of the study. Each student’s results will be combined with those of other students and used for research purposes only. NAEP produces aggregate scores only. Individual student scores are not calculated and thus, will not be provided to the students or to the college.

Again, I’ll ask some detailed questions about how to best plan the assessment schedule and locations in a moment. Any questions now?

*(Note questions.)*

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### **5. Identifying Students taking “Developmental” Classes, Access to Academic Data and Assistance in Contacting and Recruiting Sampled Students**

We will need on-campus help to (1) learn how the study can obtain certain types of background academic data for each student, and; (2) identify which sampled students are enrolled in developmental/ remedial math and/or reading courses. I'll cover these details later in this call.

**We will also need active and direct help from college staff in contacting and recruiting students selected for this study.** This may include sending letters to the students and contacting them by phone and/or e-mail. We will also need your assistance in promoting the study with faculty members and other staff so they can help to ensure we include as many students as possible. Our goal is to work closely with you to achieve the highest possible participation rate among the sampled students.

Any questions before I begin the interview?

*(Note questions.)*

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### **Part B. Schedules and Orientation Activity**

1. When does the Fall 2010 semester begin?
2. Is that also the first day of classes for incoming first year students?
3. Once school starts are classes held every day? Can you provide a schedule showing all dates when classes will not be held (holidays, exam periods, etc.)?
4. What's the earliest start time for classes each day? Latest start time?
5. Are there weekend classes? When?

6. What is the schedule for the developmental/non-credit-bearing classes?
7. Do you have freshman orientations?
8. When do these occur?
9. Where do they occur?

**Part B. Schedules and Orientation Activity (cont.)**

10. Which department or organization runs the orientations?
11. Do parents typically attend?
12. Do students pay any additional fees to attend orientation?

13. Are all first-year students required to attend orientation? Who is not required to attend?

14. Can they stay (sleep over) on campus for this?

15. What percent stay on campus/sleep over for orientation?

16. Can you provide us the programs/schedules for the orientations?

17. Are there other introductory programs or activities for first year students?

18. Can you provide a general program/calendar/schedule of activities for the Fall 2010 semester?

**Part B. Schedules and Orientation Activity (cont.)**

19. How much free time do students have at orientation sessions?

20. When is the free time?

21. Are there other periods of time when students visit campus before school begins?



22. Are there other orientation periods after school begins?

23. Could the college distribute information about this study during the orientation sessions?

*(Note: If asked to start data collection earlier in the summer, note that we cannot conduct any data collection prior to receiving OMB clearance.)*

**Part C. Enrollment and Class Size**

1. What is the projected total enrollment for this college for the fall 2010 semester?
2. Roughly, how many (or what percentage) will be freshmen?
3. Roughly, what percentage of the incoming freshmen will be first year college students who graduated from high school in 2010?

**Part C. Enrollment and Class Size (cont.)**

4. About what percentage of these will be U.S. students (not foreign students)?
5. Are there any classes that ALL freshman students are required or encouraged to take? Please explain.

6. How much do class sizes differ for the various freshman-oriented classes? Are they mostly large, say 100 or more students? Or is there a wide range in class sizes depending on the subjects?

#### **Part D. Student Lists**

1. What would you suggest as the best source of a complete list of enrolled students?
  - a) When can students start to enroll for the Fall 2010 semester?
  - b) What is the last day to enroll for Fall 2010?
  - c) When is tuition due?
  - d) When does class registration begin? End?
  - e) What is the last day to drop classes?

#### **Part D. Student Lists (cont.)**

- f) Are you required to provide student enrollment data to other agencies, e.g., state financial aid?
  
- 2. Who could provide the most complete and up-to-date student list?
  
- 3. When would it be available?
  
- 4. When do you consider the fall enrollment final?
  
- 5. What other lists of students might be available, for example: class lists, student directories, clubs & fraternities/sororities, sports teams/sports clubs, etc.?
  
- 6. Can you think of any other kinds of lists that might be useful for identifying and contacting students for recruitment into the study?
  
- 7. Are there any policies about providing student lists for research purposes?
  
- 8. Does the college have an Institutional Review Board or IRB that reviews research projects involving students? Please explain how this would affect planning for this study.

**Part D. Student Lists (cont.)**

9. Are there any problems in having Westat staff working on campus to conduct this study?
  
10. Are there any special security requirements related to having our staff work on campus?
  
11. Can our staff work in your offices to gather sampling data, other information?

**Part E. Student Contact Information**

Please tell me which of the following could be made available to Westat for this study:

1. Student names and addresses, including on-campus, local off-campus, home, etc.?
  
2. Telephone numbers, including mobile/cell numbers?
  
3. E-mail addresses?
  
4. Workplace addresses and phone numbers, including on-campus and off-campus jobs?

5. Class schedules, including times and locations on campus?
6. Any other contact information?

### **Part F. Assessment Locations**

1. Assume we will want to test up to 30-40 students at once. Can you suggest a good central location, convenient to students which is also enclosed and quiet? (A classroom or meeting room would be ideal if available.)
2. Should we provide more than one location?
3. What times do you feel would be best for the assessment sessions?
4. What hours could we use these locations?
5. Are there any security concerns (for example, locked building or need to lock room when finished)?

6. Any restrictions on providing food for the students participating in the assessment?

### **Part G. Student Living Arrangements and Transportation**

1. About what percentage of first year students live on campus?
2. For students who commute, what are the most popular arrival and departure times each day?  
What are the earliest and latest times commuting students are generally found on campus?
3. Are freshmen allowed to have cars on campus?
4. How large is the campus? How long does it take to walk from one end to the other?

5. Is there a shuttle bus service on campus for students?

#### **Part H. Access to Records**

1. How and when could we acquire student lists to identify a sample of students to participate in the pilot?
  
  
  
  
  
  
  
  
  
  
2. What type of student data would be available and when? Ideally, this information would be available as an aggregate for the institution, but also for the individual students taking the assessment.
  - a. Student high school GPA

- b. Student SAT/ACT/THEA/Accuplacer/Compass
  - c. Demographic info
  - d. Placement information (remedial vs. credit-bearing)
3. Criteria for placing students in remedial classes? Can scores be acquired for specific exams (if applicable)?
4. Can you provide lists of first-time freshman which would identify who lives on campus vs. students who live off-campus and commute to school (e.g., a flag for campus housing status)?
5. What would be the process for obtaining student and/or parental consent, if needed, for the assessment? For release of personal data and records to the study?
6. What ideas do you have for motivating students to participate? While NAEP does not provide any direct incentives to students for participating, we are interested in any suggestions you have for recognizing students and thanking them for their contribution to this study.

### **Part I. Contact's Suggestions and Questions**

That's the end of our specific questions – thank you for your time and cooperation. Before we finish I just want to ask if you have any other suggestions for:



1. Administering the NAEP assessment on your campus? *(Specify name and location of campus.)*
2. Contacting and recruiting as many of the sampled students as possible?
3. Motivating students to take part in the study?
4. Obtaining the active support of appropriate administrative staff and faculty?
5. Any other questions or comments?

### **CLOSING**

We will be contacting you again shortly to discuss detailed plans for conducting the NAEP assessment on your campus. We also plan to visit some of the colleges in person over the next several weeks – would this be possible at your campus, if selected?

**Can you provide a back-up contact person who can work with us on this study if you're not available for any future calls? *(Record secondary contact information in Contact Log.)***

If you have any questions or comments, or just need follow-up information, please contact Lisa Gardner at Westat at 301-517-8063, or by e-mail at [lisagardner@westat.com](mailto:lisagardner@westat.com).

Thanks again. Good-bye.