Implementing Multiple Measures Assessment Project
Presenters

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Our Plan Today

Process of implementing MMAP
Process of selecting and setting criteria
Impact on Assessment Center and Outreach
Key implementation elements
Highlight key results
Next steps
Timeline of MMAP Pilot Project

Establish team → Study MMAP data → Set criteria → Finalize implementation → Begin data collection

February 2015 → March 2015 → April 2015
Cañada MMAP Team Members

Math Department
Dean and faculty

Assessment Office
Dean and staff

English Department
Dean and faculty

Institutional Research
Dean and researcher
Cañada MMAP Team’s Mission

Support college’s preparation for California Assessment Initiative (CAI) implementation

Select one of the multiple measures to pilot

Set cut-score for selected multiple measures to validate

Monitor progress and results of MMAP Pilot

Share progress of MMAP Pilot
Selection of Multiple Measures

Reviewed existing research

Studied Cañada data of entering students from 2009 to 2011

Addressed concerns with data and research
Takeaways from Existing Research

- Similar course success rates
- Accelerated path to transfer
- Used recent HS transcripts
Takeaways from Retrospective Data

4 years between HS and Cañada

<2.9 GPA from HS

28% Enrolled English transfer-level

18% Enrolled math transfer-level

60% Hispanic students
What would be the impact of MMAP on assessment center and course enrollment?

- HS Transcript recency
- Highest HS Math/English course completed
- HS cumulative GPA
- Transfer-level Math / English
What-if scenario: Impact on transfer-level English, by GPA cut-offs

Number of students

<table>
<thead>
<tr>
<th>GPA</th>
<th>Placement Test Only</th>
<th>Transcript Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA &gt;= 3.0</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>(n=81)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA &gt;= 2.7</td>
<td>31</td>
<td>45</td>
</tr>
<tr>
<td>(n=132)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA &gt;= 2.5</td>
<td>39</td>
<td>59</td>
</tr>
<tr>
<td>(n=170)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA &gt;= 2.3</td>
<td>48</td>
<td>81</td>
</tr>
<tr>
<td>(n=220)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA &gt;= 2.1</td>
<td>57</td>
<td>94</td>
</tr>
<tr>
<td>(n=249)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What-if scenario: Impact on transfer-level Math

GPA >= 3.2
(n = 753)

- Transcript Additions: 57
- Placement Test Only: 252

Number of students
Setting Cut-offs for Transfer-level

**ENGLISH**

Started:
- Cumulative GPA 2.1, 2.3, 2.5, 2.7, 3.0
- Grade 11 English or higher with grade C or better

After a few discussions:
- Cumulative GPA 2.3
- Grade 11 English or higher with B- or better

**MATH**

Cumulative GPA **3.2**
Grade C or better in Algebra 2 or higher
Setting criteria and cut-offs for English

Continued to ask questions and understand data

Collaborated with math faculty

Shared honestly at special department meeting

IR provided resources, research, and clarifications about data
Impact on Outreach and Orientation

Robust dialog with feeder high schools

Web-application
- English Questionnaire
- Math Questionnaire

Assessment Center staff validates hardcopy HS transcripts

Assessment Center clears prerequisites for students to enroll
The Implementation Team

- Math Department
  Dean and faculty
- Assessment Office
  Dean and staff
- English Department
  Dean and faculty
- Institutional Research
  Dean and researcher
- IT
- Outreach
- Counselors
- Feeder high schools
- Faculty
- Sierra College
- Statewide MMAP Team
- CalPASS
Key Implementation Takeaways

Well represented implementation team

Use data and research to guide discussions

Focus on key criteria

Connect with high schools
Key Indicators

Placement

Enrollment

Course success

Progression from placement to course success
Comparison Groups

**MMAP**

- Fall 2015
- Recent HS graduates

**TRADITIONAL ASSESSMENT TEST (COMPASS)**

- **Group A**
  - Fall 2014
  - Took placement between 3/1 and 9/30

- **Group B**
  - Fall 2015
  - Took placement between 3/1 and 9/30
### Placement in transfer-level English

<table>
<thead>
<tr>
<th></th>
<th>MMAP</th>
<th>TRADITIONAL ASSESSMENT TEST (COMPASS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FALL 2014</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Number of first-time students</td>
<td>106</td>
<td>198</td>
</tr>
<tr>
<td>% placed in transfer-level</td>
<td>92%</td>
<td>37%</td>
</tr>
<tr>
<td>Number of Hispanic first-time students</td>
<td>43</td>
<td>90</td>
</tr>
<tr>
<td>% of Hispanic students placed in transfer-level</td>
<td>93%</td>
<td>26%</td>
</tr>
</tbody>
</table>

**MMAP added 136 transfer-level eligible students**

*Most increase from Hispanic students*
## Placement in transfer-level math

<table>
<thead>
<tr>
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<th>MMAP</th>
<th>TRADITIONAL ASSESSMENT TEST (COMPASS)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FALL 2014</td>
<td>FALL 2015</td>
</tr>
<tr>
<td>Number of first-time students</td>
<td>47</td>
<td>294</td>
</tr>
<tr>
<td>% placed in transfer-level</td>
<td>79%</td>
<td>28%</td>
</tr>
<tr>
<td>Number of Hispanic first-time students</td>
<td>13</td>
<td>150</td>
</tr>
<tr>
<td>% of Hispanic students placed in transfer-level</td>
<td>77%</td>
<td>19%</td>
</tr>
</tbody>
</table>

MMAP added 53 transfer-level eligible students
Course enrollment and success

**ENGLISH**

- **% Enrolled**: 74% (MMAP), 86% (COMPASS)
- **% Success**: 72% (MMAP), 76% (COMPASS)
- **% Retained**: 89% (MMAP), 92% (COMPASS)

**MATH**

- **% Enrolled**: 66% (MMAP), 73% (COMPASS)
- **% Success**: 70% (MMAP), 76% (COMPASS)
- **% Retained**: 78% (MMAP), 92% (COMPASS)

*Fall 2014 and 2015*
Impact on Hispanic Students

**ENGLISH**

<table>
<thead>
<tr>
<th>% ENROLLED</th>
<th>MMAP</th>
<th>COMPASS</th>
<th>Fall 2014 and 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td></td>
<td>72%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% SUCCESS</th>
<th>MMAP</th>
<th>COMPASS</th>
<th>Fall 2014 and 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td></td>
<td>69%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>% RETAINED</th>
<th>MMAP</th>
<th>COMPASS</th>
<th>Fall 2014 and 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td></td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>
Placement to course completion

**ENGLISH**
- MMAP: 97 students placed
- COMPASS: 151 students placed

**MATH**
- MMAP: 37 students placed
- COMPASS: 168 students placed

[VALUE] enrolled
[VALUE] successful
Ongoing Evaluation and Impact

Examine criteria and cut-scores
Monitor Spring 2016 cohort and future cohorts
District-wide implementation at CSM and Skyline in Fall 2016
Reading placement for ESL
Questions?

Thank you!