And They Said It Couldn’t Happen: Faculty Champions for Multiple Measures Assessment

Mt. San Antonio College

Strengthening Student Success Conference
October 2018
“The Way We Were”

• Mandatory placement in place for over 25 years for English writing and math
• Single test score used to place students into English and math courses
• Approximately 85% of general education courses required a specific level of English composition eligibility to enroll
• The college did NOT participate in the prior EAP/CalPASS effort that focused on multiple measures placement efforts in exchange for receiving placement information about local high school students
The New Proposal: Use of High School Grades and Courses – Greater Accuracy in Placement

- Place students based on their high school grades and courses
- **English and Math**: unweighted cumulative grade point average
- **English Placement**: grade in 12th grade regular (non-ESL) English class
- **Math Placement**: highest and last math course completed and grade received in highest math course completed; math course currently enrolled
Premise for English Placement

• Three years of a student’s U.S. high school enrollment in non-ESL English classes based primarily on the student’s cumulative GPA.
  • Highest placement occurs with a 2.6 cum GPA or higher
Premise for Math Placement

• Use of a “sliding scale” that balances cumulative, unweighted high school GPA with last math course passed with a “C” or better.
• Students with GPAs between 2.0 and 2.7 can be placed in Elementary Algebra and Pre-Algebra without consideration of high school math course and grade in high school math course.
• GPA range from 2.8 to 3.6 or higher plus current course enrollment of “C” or better makes students eligible to place into Intermediate Algebra at the low end and Calculus at the high end.
• New math corequisite courses are in the curriculum approval process
The Process

• Students enter their high school GPA and course and grade information into the college’s Banner system.

• The system will respond with information related to recommended placement levels in English and Math or be referred to take the current placement tests (AWE; Math Placement Test)

• Advisory information will also “pop up” to assist the student in understanding the recommendation and options about completing the standard placement testing.
Interpreting Results

• 4 possible recommendations:
  • English course placement
  • Math course placement
  • Referral to take the AWE and/or Math Placement Test
  • Referral to take transcripts to Admissions
2 New Concepts

• **Corequisite support classes**
  • Linked, additional courses to help students to successfully complete the “core” English or math course if additional assistance is necessary.
  • Corequisite courses are not repeatable and are worth 1 to 2 units. If students fail the “core” class and pass the corequisite class, the corequisite course is not repeatable.

• **Acceleration**
  • Students who successfully complete a certain level can “jump” the next, sequential level course
Throughput Studies

• Students placing at the lowest (developmental) levels of math and English had extremely low progression and ultimate success rates
  • 1.9% for math succession
  • 1.3% for math success
  • 9% English progression
  • 7% for English success
What led to the realization to change?

- English faculty were exploring “growth mindset” at the lowest level of English
- Participation in the Acceleration Conference: solidify ideas; revise strategies
- Began development of a new course
- Continuing reassessment of placement data
- Presentations from other colleges; attendance at statewide conferences
- Faculty involvement with Common Assessment Initiative
- Recognition of the statewide movement toward Multiple Measures: John Hetts spoke on campus May 2017
- Throughput Studies: Acceptance that student progression through basic skills courses was not successful
- The desire to correct mis-placements
- The desire to “do right by our students”
Small group discussion

What roadblocks are you facing in implementing multiple measures?
You want to do WHAT by WHEN

• August 2017: Start of the academic year
• August 2017: English and math departments vote to move to Multiple Measures placement – target date: Summer Session 2018
  • By WHEN??
  • By Summer 2018!
• April 2018: Official launch of the Assessment Questionnaire (AQ)
• April 2018: High School Outreach conducts placement workshops
• May 2018: Summer Session registration begins
• June 2018: Summer Session begins
How We Organized Our Work

• Multiple Measures Core Group: key individuals representing Instruction, English/Math/Basic Skills Faculty, Student Services, IT, Research

• Campus Leaders Involvement: additional faculty, staff, managers, students interested and involved

• Department Leadership: key faculty in math and English stepped forward to lead their departments in developing the models and co-curricular courses
Work Group Organization

Tasks and topics were divided into various work groups for discussion and recommendations

- IT
- Curriculum
- Support Services
- Special Populations
- Communication
Department Responsibilities

Various departments worked in between meetings to develop implementation aspects

• English: Development of placement levels; co-curricular courses
• Math: Development of placement levels; co-curricular courses
• Instruction: Curriculum approval process
• IT: Design of the instrument – The Assessment Questionnaire (aka “The AQ”)
• Student Services: Working on procedures to inform students, including the role of Counselors and guidance messaging
The IT Challenge

- Algorithm – parameters from English and math; assisted by research
- Identification of which tool to use (CCC Apply; other college models)
- Decision to go maverick—“JUMP!”
- Process steps: development, coordination, testing, re-writing
- Continuous review of the wording of the questions
Development of the Assessment Questionnaire

- **Identification of the tool to use**
  - Needs to be independent of Banner 8 or 9 technology
  - Enable both new and continuing students to use for placement

- **Designing the User Interface**
  - Inputs from different workgroups
  - Created a prototype
  - Collaboration with Student Success and Support Program Advisory Committee
  - Demos to Students, Instruction, Student Services, Management, and President’s Cabinet
  - Review the final changes with the VP of Instruction and the VP of Student Services.
• Finalizing the Algorithm
  • Research took the lead in the design of the Decision Table for assigning course eligibility based on requirements from Math and English departments

• Prioritization of the deliverables (due to tight deadline)
  • User interface
  • Back-end processing
  • Changes in the prerequisite settings for impacted courses
The “Algorithm”

Mt. SAC Mathematics Multiple Measures Model Placement Matrices

These matrices are based on the placement rules set by the Math Department as of 12/18/2017 and further adjustment by math faculty working on MM project. Placement rules require high school unweighted cumulative GPA and the highest high school math course completed with grade (mostly with a grade of “C” or better). Conjecturally, these two factors will generate a highest Mt. SAC math course or a set of eligible math courses placement. The highest placement indicates eligibility to enroll in that course or a set of courses and most lower level courses in the sequence.

<table>
<thead>
<tr>
<th>HS GPA RANGE</th>
<th>NONE</th>
<th>ALG1</th>
<th>INTG M1</th>
<th>INTG M2</th>
<th>GEO</th>
<th>ALG2</th>
<th>INTG M3</th>
<th>STAT</th>
<th>INTG M4</th>
<th>TRG</th>
<th>PRECAL</th>
<th>CAL</th>
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<tr>
<td>3.60 - 3.89</td>
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<td>71/71</td>
<td>71/71</td>
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</tbody>
</table>

**Color Scheme**
- **Transferable level math course placement, sequential**
- **Transferable level math course placement, not sequential**
- **Non-transferable level math course placement**

*Add eligible course not by rules but by Math Dept prereq alignment*

Prepared by Meta Tsai, Senior Research Analyst, R/E, 04/25/2018 Pending DRAFT
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<td>51/71A/80S</td>
<td>71/71A/71X/61</td>
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<td>71/71A/71X/61</td>
<td>71/71A/71X/61</td>
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**Color Scheme**
- Green: Transferable level math course placement, sequential
- Yellow: Transferable level math course placement, not sequential
- Black: Non-transferable level math course placement

Add eligible course not by rules but by Math Dept prereq alignment

Prepared by Maria Tsel, Senior Research Analyst, R12, 04/25/2010 Pending DRAFT
Transforming Access:
How English Implemented MM and Transformed Curriculum to Address Equity Gaps and Overall Success Rates
Traditional Composition Sequence

3 Levels Below: LERN 81

2 Levels Below: English 67

1 Level Below: English 68

Transfer Level: English 1A
Many students currently don’t make it through the English sequence.

<table>
<thead>
<tr>
<th>First English course taken in Fall 2014</th>
<th>% of students who passed transfer-level English within 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-level below</td>
<td>57.3%</td>
</tr>
<tr>
<td>Two-levels below</td>
<td>32.3%</td>
</tr>
<tr>
<td>Three-levels below</td>
<td>10.8%</td>
</tr>
</tbody>
</table>

Data from [http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx)
How Did it Happen

- Cross-campus collaboration (Counselors, Instruction, Reading, ESL, Research, etc.)
- Shared data with colleagues
- CAP Conferences
- Funding (BSSOT)
- Community of Practice
Placement using GPA

<table>
<thead>
<tr>
<th>Cumulative High School GPA</th>
<th>Placement Test</th>
<th>Eligibility/Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 2.6</td>
<td>OR English 1A on English placement test</td>
<td>English 1A</td>
</tr>
<tr>
<td>≤ 2.59</td>
<td>OR Below English 1A on English placement test</td>
<td>Engl 1A/66 Co-Requisite OR ENGL 90 OR ENGL 68</td>
</tr>
</tbody>
</table>
ENGL 1A
Freshman Composition
4 units

OR

ENGL 1A
Freshman Composition
4 units
AND
ENGL 80
Writing Support
1 unit

OR

ENGL 90
Accelerated Developmental Writing
5 units

OR

ENGL 68
Preparation for College Writing
4 units

ENGL 1A
Freshman Composition
4 units
AND
ENGL 80
Writing Support
1 unit

OR

ENGL 1A
Freshman Composition
4 units
AND
ENGL 80
Writing Support
1 unit

*ENGL 80 provides students the following support:
• More individual classroom instruction
• More college-success strategies
• More in-class help with reading and writing

*For more information on the differences between courses, please see the English department website: http://www.mtsac.edu/elj/

Where a student begins the sequence is determined by placement results from the online assessment (using high school GPA) or the writing placement test.
Increased Access

Estimated change in transfer-level English placement:
14.7% → 84.7%

To date actual change in transfer-level English placement:
14.7% → 82%

English 1A placement varies by student group:
First Time College Students = 58%
Continuing students = 63%
## Comparison – Prior English to Current English

<table>
<thead>
<tr>
<th>Level</th>
<th>2010</th>
<th>2017</th>
<th>2018 Assessment Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1A</td>
<td>3%</td>
<td>22%</td>
<td>English 1A</td>
</tr>
<tr>
<td>English 1A/80</td>
<td>3%</td>
<td>22%</td>
<td>English 1A/80 English 90 English 68</td>
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<tr>
<td>English 68</td>
<td>19%</td>
<td>41%</td>
<td>English 1A/80 English 90 English 68</td>
</tr>
<tr>
<td>English 67</td>
<td>57%</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>LERN 81</td>
<td>12%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>AmLa 90</td>
<td>2%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>AmLa 42W</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>AmLa 41W</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>ESL</td>
<td>.4%</td>
<td>.5%</td>
<td>Take AWE</td>
</tr>
<tr>
<td>Take English Test</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transcript Review</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
... And then there was math ....

• More challenges
• More courses
• A step behind English in learning about acceleration
### “Throughput” for Math

<table>
<thead>
<tr>
<th>First math course taken in Fall 2014</th>
<th>% of students who passed transfer-level math within 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Level Below Transfer (Int. Alg., Geom., ...)</td>
<td>40.2%</td>
</tr>
<tr>
<td>2 Levels Below Transfer (Elem. Alg.)</td>
<td>22.9%</td>
</tr>
<tr>
<td>3 Levels Below Transfer (Prealgebra)</td>
<td>13.2%</td>
</tr>
<tr>
<td>4 Levels Below Transfer (Math Skills Review)</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

Data from [http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx)
What Math Did

• May 2017: Core math team formed
• Proposed variant of Phase II MMAP model
• Developed 4 corequisite math courses to support...
  • ...Elementary Algebra
  • ...Intermediate Algebra
  • ...College Algebra
  • ...Calculus I
• Corequisites also allowed students to “jump”
• Asked Curriculum & Instruction and IT team: Is this corequisite model feasible?
• Developed worksheets for corequisite courses
• Created math corequisite website
  • Faculty resources
  • Corequisite brochure (worked with Marketing)
• Developed sample problems for each math course
• Worked out details with IT and Research
• Talked to students in all Spring 2018 math classes
Sample math content

Math 71 Intermediate Algebra

For more information about all math courses, please visit Math Courses.

Sample of what you should know before Math 71:
1. Solve \((2x - 5)(x + 1) = 72\)

   \[
   2x^2 - 3x - 5 = 72 \\
   2x^2 - 3x - 77 = 0 \\
   (2x + 11)(x - 7) = 0 \\
   x = -\frac{11}{2}, x = 7
   \]

Sample of what you will learn in Math 71:
1. Graph \(f(x) = 2x^2 - 8x - 3\)

   \[
   \quad \text{Solution}
   \]

2. Solve and write your answer in exact form \(2e^{x-4} + 7 = 19\)

   \[
   \quad \text{Solution}
   \]

3. Solve and write your answer using interval notation \(|2x - 1| > 3\)

   \[
   \quad \text{Solution}
   \]

2. Solve \(\sqrt{3x + 7} = 3x + 5\)
## Comparison – Prior Math to Current Math

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<th>2018 Assessment Questionnaire</th>
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<tbody>
<tr>
<td>Math 100-180</td>
<td>18%</td>
<td>18%</td>
<td>39%</td>
</tr>
<tr>
<td>Math 71/71A/71X</td>
<td>17%</td>
<td>19%</td>
<td>11%</td>
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<tr>
<td>Math 51/51A/70S</td>
<td>9%</td>
<td>9%</td>
<td>20%</td>
</tr>
<tr>
<td>Math 50</td>
<td>22%</td>
<td>22%</td>
<td>Math 50 or LERN 49</td>
</tr>
<tr>
<td>LERN 49</td>
<td>28%</td>
<td>25%</td>
<td>12%</td>
</tr>
<tr>
<td>LERN 48</td>
<td></td>
<td></td>
<td>7%</td>
</tr>
<tr>
<td>Take Math Placement Test</td>
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<td></td>
<td>4%</td>
</tr>
<tr>
<td>Transcript Review</td>
<td></td>
<td></td>
<td>7%</td>
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</tbody>
</table>
Student Services Involvement

- Assessment staff consulted across all groups
- Counselors developed advising messages
- Admissions advisement on rules and processes
- Training of all Student Services staff – especially counselors and advisors; including front counter staff
- Special populations consideration: students with disabilities, international students, non-high school graduates
- Assisting students in completing the AQ: Mountie Fast Track and scheduled AQ sessions (similar to placement tests)
Oh ... And what about a Research Agenda?

Critical role in binding everything together

- **Antecedents**: What gets our attention?
- **Proactive Initiatives**: What are we doing already to help?
- **Inquiry Questions**: What do we want to know?
- **Research**: How are we conducting cohesive research?
- **Solutions**: What are we going to do next to ensure Guided Pathways for Success (GPS)?
- **Resources**: Dedicated senior research analyst
Research Agenda: Post-AQ

• Placement with Assessment Questionnaire (AQ)
• Being Placed without AQ
• Enrolling
• Using Services
• Completing Courses
• Progressing (next course, degree/cert, transfer)
• Validation
• Evaluation
# AQ Completer Count by Student Type

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Student</td>
<td>3699</td>
<td>28.16%</td>
</tr>
<tr>
<td>First-time College Student</td>
<td>6828</td>
<td>51.98%</td>
</tr>
<tr>
<td>First-time Mt. SAC – Transfer</td>
<td>1773</td>
<td>13.50%</td>
</tr>
<tr>
<td>Non-credit only</td>
<td>3</td>
<td>0.02%</td>
</tr>
<tr>
<td>Returning to Mt. SAC</td>
<td>669</td>
<td>5.09%</td>
</tr>
<tr>
<td>Special Admit (K-12)</td>
<td>131</td>
<td>1.00%</td>
</tr>
<tr>
<td>Unknown</td>
<td>32</td>
<td>0.24%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13135</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
What Have We Done to Date?

• Hosted two planning days with faculty, managers, staff and students
• Divided tasks into work groups
• Hosted four update meetings with campus leaders, management team, Student Services, Board of Trustees
• Presented to high school counselors, math and English teachers, principals, board members, superintendents
Timeline

August, 2017
English and Math Faculty Vote

October, 2017
Cabinet review and decision to create own instrument
First Campus Leaders Planning Meeting

November, 2017
Second Campus Leaders Planning Meeting
First “demo” of the AQ

December, 2017
Board of Trustees Presentation

February, 2018
Core Group timelines and follow-up assignments
Management Team Update

March, 2018
Campus-wide Update Meeting
Naming and piloting of the AQ

April 2, 2018
“Go Live”
Student Services Team Update

May, 2018
Summer Session Registration

June, 2018
Core Group Review Meeting

September, 2018
Core Group Review Meeting
Next Phase Planning
DEMONSTRATION

• Assessment Questionnaire
Other Critical Considerations

- Messaging to Students
- Communication across all constituencies
- Staff/professional development
  - Faculty
  - Student Services/Counseling
- Scheduling of Courses
- Changes to the online Class Schedule
- Modify class search function
- Printed materials (math brochure)
- Back-end processing related to registration (prereqs; coreqs; acceleration/jumping)
- Provision of academic support
- “Triage” advisement and counseling for registration
- Measuring success
Ongoing Concerns

• Continuous modifications based on AB 705-related directives (ever-changing math placement rules)
• Continuous changes necessary to the AQ and algorithm
• When placement tests go away, what do we do with students who are: non high school graduates; need other options to offset poor high school record; insufficient US high school information
• How to provide support to students placing into transfer-level courses
• How to determine what students need which type of support
• Assumption that students are responding based on knowledge of their high school performance (have access to HS transcript)
Ongoing Work

• Adoption of changes based on Chancellor’s Office advisories on compliance with AB 705
• Need to clarify courses/GPAs for students taking AQ in their senior year of high school
• How to better inform students —especially continuing students who previously took placement tests
• Help students to understand their course options based on placement recommendations
• Students misunderstood questions and were placed lower/higher
• Development of a guided self-placement model
• Guarding against unintended consequences: ensuring equity and inclusion
Key Advice to Colleges About Lessons Learned

• Establish a **core design implementation team:**
  • Faculty (English, Math, ESL, basic skills), Counseling, Assessment, IT, Research, Student Services (Admissions & Records, Disability Services, High School Outreach)

• Make a backwards timeline – set a clear deadline – keep a sense of urgency

• You can’t expect to follow the normal IT programming life cycle – research, get all the requirements, create the program, design the final product, move on
  • Instead – push the user interface first and then the back-end processing
• Agree to communicate, share, collaborate – keep each other informed – “constant communication” Keep your eyes on the goal
• Think like students – pilot with students
• Spend the time and resources – quality time together with support
• Accept the fact that some of this is fluid – constantly changing
• Be agile
• Don’t be afraid to make mistakes – learn from every step
Greatest Fears: The Worst That Could Happen

- Students may not pass
- Students may be over-placed
- Confusing pathways
- Not being on the same page
- Don’t address equity gaps
- Drop in enrollment
- Lack of course sections
- Commencement will be 12 hours long
What Will Success Look Like?

• Throughput rates will improve
• A 2-year college will be a 2-year college
• Students will engage in their area of study faster
• Alleviation of disproportionate impact/equity gap
• Students placing at lower basic skills levels will also graduate and transfer
• Increased engagement between Instruction and Student Services
Our Actual Successes

- The instrument works! Students receiving placement recommendations based on the algorithm/design
- Infusion of guidance information while students are completing the AQ and reviewing placement recommendations
- Overall higher placement levels

- The system worked! Students able to enroll into courses based on placement recommendation
- Continuing desire to improve the process—momentum continues
- In partnership with research, departments were able to offer the appropriate number of course sections
- Campus-wide collaboration and acceptance of change
• Start it simple
• Make it clear
• Fill in the missing pieces as you go
• There is no failure, only lessons learned
• Celebrate every success
Assessment Questionnaire

(Please use your Mt. SAC username and password)

username

password

Log In
Assessment Questionnaire

Student ID: A9  
Student Name: Joe Mountaineer  
Date: 10/01/2018 08:47:15 AM

Students attending Mt. San Antonio College are required to complete an assessment. The assessment and placement process has been established to enable all students an opportunity to achieve success in their courses. Your initial Mt. SAC English and math placement levels will be based on your high school coursework, grades in your English and math courses, and your cumulative unweighted GPA (grade point average). Please respond carefully to this questionnaire since it impacts your placement into English and math courses at Mt. SAC.

Counselors in the Counseling Center are available to answer any questions about placement, especially if you made an error in filling out your questionnaire.

Important: You will need your high school transcript (either official or unofficial) to answer the following questions. Your responses will be randomly verified, so please be sure to double check your responses.

What is your highest level of education? Currently enrolled in high school

Have you attended a high school in the United States? Yes

In what year do you anticipate graduating from high school? 2019

Please select all grades and English courses that you completed in high school in the United States:

- Did you complete 9th grade in the U.S.? Yes

- Did you complete 10th grade in the U.S.? Yes

- Did you complete 11th grade in the U.S.? Yes

Are you currently enrolled in English (12th Grade)? Yes

Please select the English course (12th Grade) in which you are currently enrolled:

- English (This includes: Regular English/AP/IB/Honors, Lit, Non-ESL)

If available, what was your fall semester grade? B

Are you currently enrolled in a high school math course (12th grade)? Yes

Please select the highest math course in which you are currently enrolled:

- Statistics

If available, what was your fall semester grade? B
Please select ONLY math courses that you FULLY COMPLETED (all semesters or trimesters or all quarters) in high school in the United States. If you repeated a course, please enter the highest grade you received in that course.

Click here if you need help to determine which courses to check

- [ ] Pre-algebra or lower
- [ ] Algebra I
- [ ] Integrated Math 1
- [ ] Integrated Math 2
- [ ] Geometry
- [ ] Algebra 2
- [ ] Integrated Math 3
- [ ] Statistics
- [ ] Integrated Math 4
- [ ] Trigonometry
- [ ] Pre-calculus or Math Analysis
- [ ] Calculus or higher
- [ ] None of the above / Don’t Know
- [ ] Other

What is your unweighted cumulative high school GPA? 3.3

Submit
Your recommended placement in English and math are provided below. If you have questions or concerns about your placement level, please contact the Counseling Center and speak with a counselor.

- To ask a question online, click here.
- To make an appointment to see a counselor, click here.
- The Counseling Center is open from 8:00 a.m. to 7:00 p.m. Mondays through Thursdays and from 8:00 a.m. to 4:30 p.m. on Fridays (Student Services Center building 9B, second floor) Phone number: (909) 274-4380

**English Placement**

Your placement level qualifies you for:

**ENGL 1A - Freshman Composition**

*If you believe you may not be prepared for this course level, another option is to enroll in English 1A/80.*

Click here for English course descriptions

*Please consult a counselor if you need additional assistance.*
Math Placement

Based on the responses you gave on the Questionnaires, your placement level qualifies you to enroll in the following Mt. SAC Math courses. You are only required to take one of the courses listed below.

If you are unsure in which course to enroll, Click here to review what is covered in each course. You are encouraged to meet with a counselor to further review which math course you should take. You also have the option of taking the Math Placement Test in the Assessment Center to help you further decide the best math class in which you should enroll.

MATH 110 (Elementary Statistics)
MATH 130 (College Algebra)
MATH 140 (Calculus for Business)
MATH 150 (Trigonometry)

Click here to see the math course descriptions

Important: To help you decide if your placement is accurate, please click on a math course above for sample content and advice if you think you should have placed lower or higher. For information about all math courses offered at Mt. SAC, click here. For more guidance, please see a counselor.

If you would like help selecting classes and understanding your English and math options, we suggest you meet with a counselor to help you decide which classes are best for you. Please contact Counseling at (909) 274-4380 or click on this link.

If you had an Individualized Educational Plan (IEP), 504 Plan, or services/services related to a disability, please contact the ACCESS Program (Accessibility Resource Centers for Students) to schedule an appointment with an ACCESS counselor to arrange accommodations/services (909) 274-4290. ACCESS counselors can also help with selecting the right classes.
Your Next Steps to Register for Classes:

- Complete New Student Orientation.
- Attend a MAP Workshops.
- Apply for Financial Aid and the Promise Grant (Fee Waiver).
- Register and Pay Fees Prior to Drop for NonPayment Date.

Your Responses to the Assessment Questionnaire

What is your highest level of education?  Attending High School

Have you attended a high school in the United States?  Yes

Which years of high school in the United States did you complete?  9-10-11

(check all that apply)

In what year do you anticipate graduating from high school?  2019

Please select all English courses that you took in high school in the United States:

- English (9th Grade)
- English (10th Grade)
- English (11th Grade)
- English (12th Grade)

What was your grade for English IV?

Are you currently enrolled in English (12th Grade)?  Yes

English course (12th Grade) you are taking:  English (This includes: Regular English/AP/IB/Honors. Lit. Non-ESL)

Are you currently enrolled in a Math course?  Yes

Please select the math course in which you are currently enrolled

If available, what was your fall semester grade?  B
Assessment Questionnaire

Please select all math courses that you completed in **high school in the United States**. If you repeated a course, please enter the highest grade you received in that course.

- [ ] Pre-algebra or lower
  - Grade: Please Select
- [x] Algebra I
  - Grade: A-
- [ ] Integrated Math 1
  - Grade: Please Select
- [x] Integrated Math 2
  - Grade: B
- [ ] Geometry
  - Grade: Please Select
- [ ] Algebra 2
  - Grade: Please Select
- [x] Integrated Math 3
  - Grade: A
- [ ] Statistics
  - Grade: Please Select
- [ ] Integrated Math 4
  - Grade: Please Select
- [ ] Trigonometry
  - Grade: Please Select
- [ ] Pre-calculus or Math Analysis
  - Grade: Please Select
- [ ] Calculus or higher
  - Grade: Please Select
- [ ] None of the above / Don't Know
- [ ] Other

**What is your unweighted cumulative high school GPA?** 3.1