MMAP Implementation: An overview of the process for new pilot colleges

Multiple Measures Assessment Project
March 14, 2017

http://rpgroup.org/All-Projects/ctl/ArticleView/mid/1686/articleId/118/
Multiple-Measures-Assessment-Project-MMAP
General Expectations

• Identification of local point person/persons/committee
  • Provide this information to newellmallory@fhda.edu
• Participation/communication with MMAP

• Local retrospective analysis (optional)
  • Webinar: http://bit.ly/2mwtjLx
• Implement cohort for Fall 2017 placement
  • Upload cohort of applicants (supplemented by CCC Apply)
    • Receive recommended placements
  • For both, contact: Dan Lamoree: dlamoree@edresults.org
General Expectations - Continued

• Help pilot measurement of non-cognitive variables (NCVs)
  • NCV Scales: http://bit.ly/2hub1cW
  • NCV Information Sheet: http://bit.ly/2mwEvYI
• Help test reliability of self-reported HS data
  • Unweighted cumulative HS GPA, last math course and grade, last English course and grade included in CCCApply
  • Self-reported data questions: http://bit.ly/2mUrYAC
  • Please opt-in to CCCApply self-reported HS data questions
• Upload student level data to Cal-Pass Plus
Overview

- Initiation
- Program Development
- Planning
- Implementation/Execution
- Evaluation
Step 1: Initiation

- Develop decision-making group(s) appropriate to local context

- Identify & recruit key stakeholders/decision-makers
  - Discipline faculty in English, Math, ESL, and Reading
  - Assessment committees/subcommittees
  - Counseling/Matriculation/Student Support Services Staff & Faculty
  - Student Success Staff and Faculty (Tutoring, Success Courses)
  - Academic Senate representation
  - Academic and Executive Administration
  - Students
Step 1: Initiation

- Develop regular meeting schedule
- Establish common ground
  - Identification of local barriers/challenges and development of plans/strategies to address
Step 2: Program Development

- Eligibility guidelines (who/what conditions)
  - Convenience, size, impact/scale

- Multiple measures rule sets/protocol
  - Statewide default and/or local refinement
  - Integration with SIS/Assessment (use practice run on prospective file/data upload)

- Other program components
  - Piloting of noncognitive variables
  - Using self-reported transcript data

- Contingency planning
  - Student support services, scheduling buffers, late-starting classes, early alert
Step 2: Resource Planning and Development

- Staffing needs for program elements and/or changes in course level
- Exploration of external sources of funding (Equity, 3SP)
- Calendar development
  - Backwards mapping from significant dates
  - Cohort baseline attendance
  - New enrollment expectations based on program (changes in demand by level using prospective file tool)
    - Another excellent use for practice run using prospective file tool
Impact Analysis by College

  - Overall
  - By College
  - By Math and English

- Limitations:
  - Does not include self-reported data
  - Based on students with Cal-PASS Plus data
  - Retrospective projections
  - Placement vs Enrollment
Step 3: Communication Planning

- **Internal**: students, faculty, staff, departments, committees
  - Overall summary
  - Additional/supporting information
  - Resources
  - Program elements
  - Schedules/Timelines
  - Key contacts
  - Ongoing information/updates
  - Progress summaries
  - Methods: Web home/portal; Campus listserv/mailing lists; Outreach events/activities
Step 3: Communication Planning

- External/Outreach: K-12 students, parents, counselors, teachers, community
- Similar categories/methods but also
  - Intersegmental relationship/trust development (esp. faculty)
  - Introduce evidence based placement and what it means for students/districts
- Work with Cal-PASS PLUS to verify and update MOUs and data uploads
  - [https://www.calpassplus.org/calpass/join/members](https://www.calpassplus.org/calpass/join/members)
- Identify primary outreach contact from college to work with CalPASS.
  - Name, college, role, contact info to Ken Sorey, ksorey@edresults.org
Step 3: Professional Development Planning

• Unlearning & replacing previous narratives
• Discipline faculty:
  – Transfer level courses (e.g., first-year students in first year English again)
  – Developmental courses (e.g., best students at appropriate higher level)
  – Training support for faculty transitioning between levels
• Student support services faculty and staff
  – How to interpret and incorporate additional evidence of student capacity into education planning and other student contact
• Institutional research and IT skills and capacity
Step 4: Finalizing Implementation

• Local research and customization of rule sets (if desired)
• Placement execution and communication
• Completing timeline with backward mapping
• Tracking execution
Step 4: Local research and rule set customization

• Complete local version of statewide retrospective analysis and rule set development (if desired)
• College and District specific versions of the statewide dataset are now available for local/district institutional research department including
  – DED
  – SPSS Variables
  – R

• Contact dlamoree@edresults.org
  • Provide name, institution, role, and contact information
Step 4: Placement execution & communication

- Method of execution of placement
  - CalPASS Plus using statewide model
  - CalPASS Plus using local customization
  - Local data-sharing & local customization
  - Other alternatives (also useful for backup plan for helping students with missing data) including self-report or transcript review
- Method of communication to students
- Process for setting/updating placements and clearing prerequisites
- Clear documentation/record of multiple measures rule sets & students to whom applied
Step 4: Placement recommendations using CalPASS Plus

- College staff creates file of incoming student/applicants
- Upload file to calpassplus.org
- Receive back a file or files with:
  - indicators showing recommended placements (CB21 levels) based on students’ high school data
  - additional recommendations for eligibility for different transfer-level courses in math
- Translate CB21 recommendations to local courses/placements
  - Use care with transfer-level math
- Import/integration with:
  - assessment database/SIS
  - student support services protocols
Reading and ESL Placements Note

● Colleges vary in level of last course in discipline
  ○ Some have transfer-level course
    ■ If transfer-level course is required for completion of the sequence/satisfying graduation competency requirement, top-level course is transfer-level
    ■ If transfer-level course is not required/is optional and is taken by only a few students (e.g. courses like Power Reading), than top-level is one-level below
  ○ Other college sequences end at one or two or more levels below transfer-level

● For colleges planning to use CalPASS data for Reading and/or ESL placements:
  ○ let Dan Lamoree dlamoree@edresults.org know
  ○ correctly and clearly identify top-level course in each discipline
Welcome to Cal-PASS Plus, California's actionable system of data linking student performance from pre-K through 12, to college and the workplace.

Explore Data and Collaborate

Pre K-12 Schools  Community Colleges  Universities  Regional Learning Councils

Education-to-Work Pipeline

Select Your Region OR Select Your County

Upload Data

Early Childhood Education  Elementary Education  High School Readiness  College Readiness and Access  Certificate and Degrees Transfers  Baccalaureate Completion  Employment Living Wage Jobs
File Submission

This page is for submitting your data files. We have created a new, simple process so you can upload your files without using the old "validator" system.

This file submission takes place over SSL-encrypted protocol and files are never stored on our web servers (not even temporarily). They are immediately deposited into the secure storage, not accessible via internet. It is more secure than FTP (SFTP, or FTPS).

File Purpose*

Select purpose
- Help Desk
- CALPADS
- CAHSEE
- STAR
- Legacy Cal-PASS K-12 Submission
- University Level Data Submission
- MMAP Student Cohort File

Choose files
Submit Files

Links to the data descriptions and definitions found under File Purpose:

- CALPADS: Submit all end of year files. Click link for more details. Note: For ODS Extracts made after July 2014, be sure to include the SELA file in your submission.
- Legacy K-12: (Pre-CALPADS) Submit Cal-PASS student, course and award extract files
- STAR: Submit all
- CAHSEE: Submit all
- University Level Data: All requested,
## MMAP Student Cohort Upload File

<table>
<thead>
<tr>
<th>Variable</th>
<th>Type</th>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>district_college_identifier</td>
<td>X(03)</td>
<td>GI01</td>
<td>COMIS DED</td>
</tr>
<tr>
<td>student_identifier</td>
<td>X(09)</td>
<td>SB00</td>
<td>COMIS DED</td>
</tr>
<tr>
<td>student_identifier_status</td>
<td>X(01)</td>
<td>SB01</td>
<td>COMIS DED</td>
</tr>
<tr>
<td>student_birth_date</td>
<td>9(08)</td>
<td>SB03</td>
<td>COMIS DED</td>
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<tr>
<td>student_gender</td>
<td>X(01)</td>
<td>SB04</td>
<td>COMIS DED</td>
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<td>student_high_school_last</td>
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<td>SB12</td>
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<tr>
<td>student_first_name</td>
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<td>student_last_name</td>
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<td>COMIS DED</td>
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## Student course output file

<table>
<thead>
<tr>
<th>Variable</th>
<th>Data Type</th>
<th>Values</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>college_id</td>
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<td>GI01</td>
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<tr>
<td>student_id</td>
<td>char(9)</td>
<td>SB00</td>
<td></td>
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<tr>
<td>id_status</td>
<td>char(1)</td>
<td>S;C;A</td>
<td>Amalgam of SB01 (S, C) and CCC_Apply (A)</td>
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<tr>
<td>name_first</td>
<td>varchar(30)</td>
<td>SB31</td>
<td></td>
</tr>
<tr>
<td>name_last</td>
<td>varchar(40)</td>
<td>SB32</td>
<td></td>
</tr>
<tr>
<td>birthdate</td>
<td>char(8)</td>
<td>SB03</td>
<td></td>
</tr>
<tr>
<td>gender</td>
<td>char(1)</td>
<td>SB04</td>
<td></td>
</tr>
<tr>
<td>match_type</td>
<td>varchar(255)</td>
<td>Y;NULL</td>
<td>(see file for more information)</td>
</tr>
<tr>
<td>engl_cb21</td>
<td>char(1)</td>
<td>Y;NULL</td>
<td>Recommended For Y;A;B;C;D</td>
</tr>
<tr>
<td>read_cb21</td>
<td>char(1)</td>
<td>Y;NULL</td>
<td>Recommended For Y;A;B;C;D</td>
</tr>
<tr>
<td>esl_cb21</td>
<td>char(1)</td>
<td>Y;NULL</td>
<td>Recommended For Y;A;B;C;D</td>
</tr>
<tr>
<td>math_cb21</td>
<td>char(1)</td>
<td>Y;NULL</td>
<td>Recommended For Y;A;B;C;D</td>
</tr>
<tr>
<td>math_geo</td>
<td>char(1)</td>
<td>Y;NULL</td>
<td>A=Recommended For Geometry; NULL=Not Recommended</td>
</tr>
<tr>
<td>math_alg</td>
<td>char(1)</td>
<td>Y;NULL</td>
<td>A=Recommended For Algebra; NULL=Not Recommended</td>
</tr>
<tr>
<td>math_ge</td>
<td>char(1)</td>
<td>Y;NULL</td>
<td>Y=Recommended For Gen. Ed. Math; NULL=Not Recommended</td>
</tr>
<tr>
<td>math_stat</td>
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<td>Y;NULL</td>
<td>Y=Recommended For Statistics; NULL=Not Recommended</td>
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<tr>
<td>math_pre_calc</td>
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<td>Y=Recommended For Precalculus; NULL=Not Recommended</td>
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<tr>
<td>math_trig</td>
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<td>Y;NULL</td>
<td>Y=Recommended For Trigonometry; NULL=Not Recommended</td>
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<tr>
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<td>Y;NULL</td>
<td>Y=Recommended For College Algebra; NULL=Not Recommended</td>
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<tr>
<td>math_calc_i</td>
<td>char(1)</td>
<td>Y;NULL</td>
<td>Y=Recommended For Calculus I; NULL=Not Recommended</td>
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</tbody>
</table>
# Student course output file

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<tr>
<th>Variable</th>
<th>Data Type</th>
<th>Values</th>
<th>Description</th>
</tr>
</thead>
<tbody>
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<td>Cumulative High School GPA</td>
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<tr>
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<td>Grade Points</td>
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<td>english_ap</td>
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<td>Grade Points</td>
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<tr>
<td>pre_alg</td>
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<td>Grade Points</td>
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<tr>
<td>alg_i</td>
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<td>Grade Points</td>
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<tr>
<td>alg_ii</td>
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<td>Grade Points</td>
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<tr>
<td>geo</td>
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<td>trig</td>
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<tr>
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<td>calc</td>
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<td>Grade Points</td>
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<tr>
<td>calc_ap</td>
<td>decimal(2,1)</td>
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<td>Grade Points</td>
</tr>
<tr>
<td>stat</td>
<td>decimal(2,1)</td>
<td></td>
<td>Grade Points</td>
</tr>
<tr>
<td>stat_ap</td>
<td>decimal(2,1)</td>
<td></td>
<td>Grade Points</td>
</tr>
<tr>
<td>engl_eap_ind</td>
<td>int</td>
<td>1;0</td>
<td>Ready for CSU or participating CCC college-level English courses</td>
</tr>
<tr>
<td>engl_scaled_score</td>
<td>int</td>
<td></td>
<td></td>
</tr>
<tr>
<td>math_subject</td>
<td>int</td>
<td></td>
<td>See file for more info</td>
</tr>
<tr>
<td>math_eap_ind</td>
<td>int</td>
<td>1;0</td>
<td>Ready for CSU or participating CCC college-level mathematics course</td>
</tr>
<tr>
<td>math_scaled_score</td>
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<tr>
<td>esl_ind</td>
<td>int</td>
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<td>Selected &quot;English learner (EL)&quot;</td>
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</tbody>
</table>
Step 4: Completing Timeline and Tracking Execution

- Develop/review institutional timeline working backward from key institutional dates & deadlines
- Target completion dates vs. must meet completion dates
- Build in flexibility, ability to respond on the ground, contingency planning
- Track execution and watch for opportunities
  - What worked
    - Celebrate milestones/successes!
  - What didn’t
  - What could have worked/will work next year
  - Document changes to plan
Step 5: Completing Evaluation Plan

• Evaluate implementation
  • Every semester and annually
  • Track completion of sequences, success rates at all levels, disproportionate impacts,
  • Track students over multiple terms when possible
• Data transparency
  • Share the data with stakeholder groups, workgroup, and college
  • Make adjustments based on findings
• Guide to developing a research plan: http://bit.ly/2mUNxkL
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