Implementing and Improving Your MMAP Process - Examples from Pilot Colleges

Multiple Measures Assessment Project
September 26, 2017

Featuring:

José G Carrillo & Oliver Zambrano, Imperial Valley College
Katie Cabral, Brianna Hays, & Tammi Marshall, Cuyamaca College
Aaron D. McVean, Chris Gibson, & Zahra Mojtahedi, SMCCCD & Skyline College

Connecting to sound via teleconference? Phone: 888-886-3951 Passcode: 828086

Overview and notes

• We will be contacting MMAP colleges over the next month to arrange the submission of assessment data from previous student cohorts. Your assistance is critically important for the ongoing evaluation of the effectiveness of expanded use of evidence-based multiple measures in student assessment and placement that is a key part of the project.

• Today’s slides and a recording of today’s presentation will be made available at the MMAP webpage in the presentations and webinars section.
• Contact information for each of the presenters and the MMAP team are at the end.

• Upcoming webinar
  • **October 6th - 12:00 p.m. to 1:00 p.m. - Maximizing High School Transcript Information for MMAP**
    Presenters: Ken Sorey & John Hetts, Educational Results Partnership/CalPASS Plus

• Additionally, if there are any colleges attending the webinar today that are still working on their initial implementation, please do let us know (jhetts@edresults.org).
Implementation of the Multiple Measures Assessment Project at Imperial Valley College

Office of Institutional Research
September 26, 2017
Imperial Valley College at a glance

- **2015-16:**
  - 10,243 headcount
  - 7,249 FTES
  - 90.5% Latino
  - 3.7% White

- Only CCC in Imperial County
- Seven feeder High Schools; about 2,400 HS grads annually
- Offer 4 levels of basic skills math;
- 2 levels in English + ESL
- Accuplacer used for placement
Challenges in Implementation

• Low participation in CalPassPlus
• No electronic transcript system in place
• Little awareness of MMAP campus-wide
• Limited IR Staff
• “Our students are different” and dealing with skepticism
IVC 2016-17 Accuplacer Data

• English
  - 3,095 tests administered
  - 15% placed at/above transfer level course

• Mathematics
  - 3,069 tests administered
  - 4% placed at/above a transfer level course
Steps for MMAP Implementation

• Partnered with local county office of education
• Made presentations to principals and superintendents
• Invited Dr. Hetts to make presentations on campus
• Developed a committee to guide MMAP efforts at the college
• Began with a pilot project Fall 2016
Fall 2016 MMAP Implementation - English

- 166 Students were matched
  - 133 students moved to English 110 - Composition & Reading (Graduation/Transfer Level)
  - 25 students moved to English 9 – Composition II
  - 5 students moved to English 8 - Composition I
  - 3 students moved to ESL 005 – Grammar & Composition for ESL 005 (highest level ESL)
Fall 2016 MMAP Implementation - English

Transfer English - Success Rates

- Non-MMAP: N=704, 58.80%
- MMAP: N=109, 71.60%
Fall 2016 MMAP Implementation - Math

• 251 Students were matched
  ▪ 52 students moved to 7003 Pre-Algebra
  ▪ 55 students moved to 7004 Beginning Algebra
  ▪ 15 students moved to 7005 Intermediate Algebra
  ▪ 74 students moved to 7006 1st Transfer level course
Fall 2016 MMAP Implementation - Math

Transfer Success Rates

Non-MMAP

N = 673
62.70%

MMAP

N = 44
70.50%
Recommendations

• Promote MMAP awareness campus-wide
  ▪ Involve IT, IR, SSSP, Faculty, Enrollment Management and Counseling
  ▪ Share Data!

• Work with local high schools
  ▪ Form articulation agreements, dual-enrollment, etc.
  ▪ Report back to your feeder schools

• Training with IT and SSSP/Assessment on record keeping
• Training with Counselors on interpreting recommendations
Questions?

Thank you

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Implementing and Improving Our Multiple Measures Process:
How Cuyamaca College Transformed Basic Skills

September 26, 2017
Katie Cabral
Brianna Hays
Tammi Marshall
Changing Placement

Place students in the appropriate Math Pathway by Meta-Major (STEM; Business; General Education; CTE; Education)

Disjunctive placement:

• Algebra I with a C or better + HS GPA $\geq$ 2.8 Statistics with support
• Algebra II with a C or better + HS GPA $\geq$ 2.8 transfer level with support
• All students are eligible for Intermediate Algebra with support or Pre-Statistics
• As of Spring 2017: 100% of incoming students are eligible for Statistics with support
• Accuplacer (only for higher placement)
General Education/CTE Pathway

- PreStatistics
- Statistics
- Statistics (with or without support)
B-STEM Pathway

- Intermediate Algebra (with or without support)
- PreCalculus (with or without support)
- Business Calculus (with or without support)

PreCalculus Or Business Calculus
- Calculus
- Statistics
## Fall 2015 vs. Fall 2016 Placement in Transfer-Level Math

<table>
<thead>
<tr>
<th>Incoming Students</th>
<th>Fall 2015 Transfer Math</th>
<th>Fall 2016 B-STEM (w/ or w/out support)</th>
<th>Fall 2016 Statistics (w/ or w/out support)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>36%</td>
<td>79%</td>
<td>90%</td>
</tr>
<tr>
<td>Black</td>
<td>9%</td>
<td>49%</td>
<td>73%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21%</td>
<td>62%</td>
<td>85%</td>
</tr>
<tr>
<td>White</td>
<td>27%</td>
<td>62%</td>
<td>84%</td>
</tr>
<tr>
<td>All</td>
<td>24%</td>
<td>62%</td>
<td>84%</td>
</tr>
</tbody>
</table>
# Success Rates Disaggregated by Placement (First-Time Students)

<table>
<thead>
<tr>
<th>Initial Placement</th>
<th>Fall 2013 Cohort Transfer Math in Two Years</th>
<th>Fall 2016 Cohort Transfer Math with Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three+ Levels Below</td>
<td>79</td>
<td>27</td>
</tr>
<tr>
<td>Two Levels Below</td>
<td>281</td>
<td>101</td>
</tr>
<tr>
<td>One Level Below</td>
<td>216</td>
<td>99</td>
</tr>
<tr>
<td>All</td>
<td>576</td>
<td>227</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>67%</td>
</tr>
</tbody>
</table>

% Success Rates

- Three+ Levels Below: 4% (Fall 2013), 56% (Fall 2016)
- Two Levels Below: 19% (Fall 2013), 70% (Fall 2016)
- One Level Below: 36% (Fall 2013), 66% (Fall 2016)
- All: 23% (Fall 2013), 67% (Fall 2016)
Success Rates Disaggregated by Ethnicity (First-Time Students)

<table>
<thead>
<tr>
<th>Incoming Students</th>
<th>Fall 2013 Cohort Transfer Math in Two Years</th>
<th>Fall 2016 Cohort Transfer Math with support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1-9</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>75%</td>
</tr>
<tr>
<td>Black</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>55%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>173</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>65%</td>
</tr>
<tr>
<td>White</td>
<td>141</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>16%</td>
<td>76%</td>
</tr>
<tr>
<td>All</td>
<td>360</td>
<td>356</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>69%</td>
</tr>
</tbody>
</table>
## Schedule Changes

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two+ Levels Below</td>
<td>18</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>One Level Below</td>
<td>15</td>
<td>19 (10 w/support)</td>
<td>13 (7 w/support)</td>
</tr>
<tr>
<td>PreStatistics</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>All Transfer Level (includes Statistics)</td>
<td>29</td>
<td>47 (13 w/support)</td>
<td>51 (12 w/support)</td>
</tr>
<tr>
<td>Statistics</td>
<td>11</td>
<td>22 (10 w/support)</td>
<td>22 (9 w/support)</td>
</tr>
</tbody>
</table>
Next Steps

Disjunctive placement:

- All students are eligible for Intermediate Algebra with support, Statistics with support, or Pre-Statistics
- Algebra I with a C or better + HS GPA ≥ 2.8
  Intermediate Algebra
- Algebra II with a C or better + HS GPA < 3.2
  first tier transfer level with support
- Algebra II with a C or better + HS GPA ≥ 3.2
  first tier transfer level
- PreCalculus with a C or better + HS GPA ≥ 3.2
  Calculus I
- Accuplacer (only for higher placement)
THANK YOU!

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Early Experiences in Implementing and Improving the MMAP Process

Aaron D. McVean
Interim Vice President of PRIE, SMCCCD

Chris Gibson
English Faculty, Skyline College

Zahra Mojtahedi
Planning and Research Analyst, PRIE, Skyline College
Current Multiple Measures (Math and English)

**HIGH SCHOOL**
- High School Math Course Grades
- High School English Course Grades
- Cumulative High School GPA

**ALTERNATIVE PLACEMENT EXAMS**
- Advanced Placement Exam (AP)
- American College Test (ACT)
- CAASPP Early Assessment
- College Board (SAT) Reasoning Test
- CSU Placement Tests
- International Baccalaureate (IB) Exam

**OTHER**
- Guided Self-Placement
# Skyline College MMAP: Fall 2017 Profile

<table>
<thead>
<tr>
<th>Subject</th>
<th>All MMAP Placements (Feb 2017 - Sept 2017)</th>
<th>Enrolled</th>
<th>Enrolled in Subject</th>
<th>Enrolled in Subject at Transfer-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>925</td>
<td>766</td>
<td>467</td>
<td>293</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>972</td>
<td>800</td>
<td>648</td>
<td>621</td>
</tr>
</tbody>
</table>

Source: Skyline College Assessment Center
Implementation: Tracing the Process

California Acceleration Project:

• Phase 1
  ◦ One-Level Below Transfer (2011)

• Phase 2
  ◦ Skyline College - campus assessment data (2015)
  ◦ Transfer-level “co-req” accelerated course (2015)
Implementation: Tracing the Process

SMCCCD District-wide Dialogue (2016)

• External technical assistance via RP Group and Career Ladders Project (CLP)
• Agreed upon English multiple measures District-wide
# English Course Enrollments at Skyline College

<table>
<thead>
<tr>
<th>First Term of Enrollment</th>
<th>Enrolled in Any ENGL Course During First Academic Year</th>
<th>First ENGL Course Was Two Levels Below Transfer</th>
<th>First ENGL Course Was Not Transferable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>782</td>
<td>120</td>
<td>15.3%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>855</td>
<td>172</td>
<td>20.1%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>911</td>
<td>181</td>
<td>19.9%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1075</td>
<td>145</td>
<td>13.5%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1087</td>
<td>146</td>
<td>13.4%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>950</td>
<td>66</td>
<td>6.9%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>769</td>
<td>25</td>
<td>3.3%</td>
</tr>
<tr>
<td>Fall 2017*</td>
<td>685</td>
<td>46</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

*Partial data; Spring 2017 enrollments not yet available (Report Date: September 15, 2017)
## English Course Progression Comparison

<table>
<thead>
<tr>
<th></th>
<th>Enrolled Fall 2015</th>
<th>Passed Fall 2015</th>
<th>Passed Fall 2015 %</th>
<th>Progressed to 2\textsuperscript{nd} Level Transfer ENGL Course by Spring 2017</th>
<th>Passed 2\textsuperscript{nd} Level Transfer ENGL Course by Spring 2017</th>
<th>Passed 2\textsuperscript{nd} Level Transfer ENGL Course by Spring 2017 %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGL-100 (3 units)</strong></td>
<td>837</td>
<td>580</td>
<td>69.3%</td>
<td>426</td>
<td>372</td>
<td>44.4%</td>
</tr>
<tr>
<td><strong>ENGL-105 (5 units)</strong></td>
<td>54</td>
<td>39</td>
<td>72.2%</td>
<td>27</td>
<td>24</td>
<td>44.4%</td>
</tr>
</tbody>
</table>
## English Course Progression Comparison

<table>
<thead>
<tr>
<th></th>
<th>Enrolled Fall 2015 n</th>
<th>Passed Fall 2015 n</th>
<th>Passed Fall 2015 %</th>
<th>Progressed to 2nd Level Transfer ENGL Course by Spring 2017 n</th>
<th>Passed 2nd Level Transfer ENGL Course by Spring 2017 n</th>
<th>Passed 2nd Level Transfer ENGL Course by Spring 2017 %</th>
</tr>
</thead>
<tbody>
<tr>
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<td>72.2%</td>
<td>27</td>
<td>24</td>
<td>44.4%</td>
</tr>
</tbody>
</table>

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Course Success Rates
Fall 2015-Spring 2017
ENGL-100: 65.3%
ENGL-105: 69.4%
Implementation: Lessons for Other Colleges

- Determining the Multiple Measures
  - “OR” vs. “AND” debates
Implementation: Lessons for Other Colleges

• Determining the Multiple Measures
  • “OR” vs. “AND” debates
• Considering for Multi-College Districts
  • Challenges to Alignment
  • Opportunity to Lead
Implementation: Lessons for Other Colleges

- Determining the Multiple Measures
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- Considering for Multi-College Districts
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  - Opportunity to Lead
- Anticipating Challenges
  - Cross-Functional Collaboration
Implementation: Lessons for Other Colleges

- Determining the Multiple Measures
  - “OR” vs. “AND” debates
- Considering for Multi-College Districts
  - Challenges to Alignment
  - Opportunity to Lead
- Anticipating Challenges
  - Cross-Functional Collaboration
- Committing to Scaling Up
Questions?

Thank you

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