

MULTIPLE MEASURES ASSESSMENT PROJECT (MMAP)

Summary of Pilot College Results

The Multiple Measures Assessment Project (MMAP) has been an integral part of the Common Assessment Initiative (CAI) for the past three years. During this time, 64 California Community Colleges have signed on to the project. Colleges involved in this project are transforming their assessment and placement processes, thereby seeing improvements in the rates at which students place into transfer-level courses and successfully complete those courses. This brief includes an overview of results shared by the pilot colleges in regards to changes in placement levels and success rates of students placed using the high school transcript-based model as well as the diverse methodologies used by pilot colleges.

The MMAP team recommends a disjunctive approach when implementing the models, in that a student is placed at the higher of either the placement test or the multiple measure model. The statewide models are recommended but colleges retain local control over their placement systems so they may choose to alter the models to best fit the needs of their students. The team recommends that any changes be supported by data. Assistance and documentation are provided to any pilot college that would like to run local models.

This brief focuses on success rates in transfer-level English and math courses based on data available from the pilot colleges. What is equally important but not included is that colleges report:

- Access to both English and math transfer-level courses is increasing, contributing to a reduction in disproportionate impact
- More students are enrolling in higher level courses in which placed
- More students are successfully completing the course sequence from basic skills through transfer-level

For More Information...

Visit the MMAP [webpage](#) to learn more about the work of the pilot colleges and how to participate. Resources include:

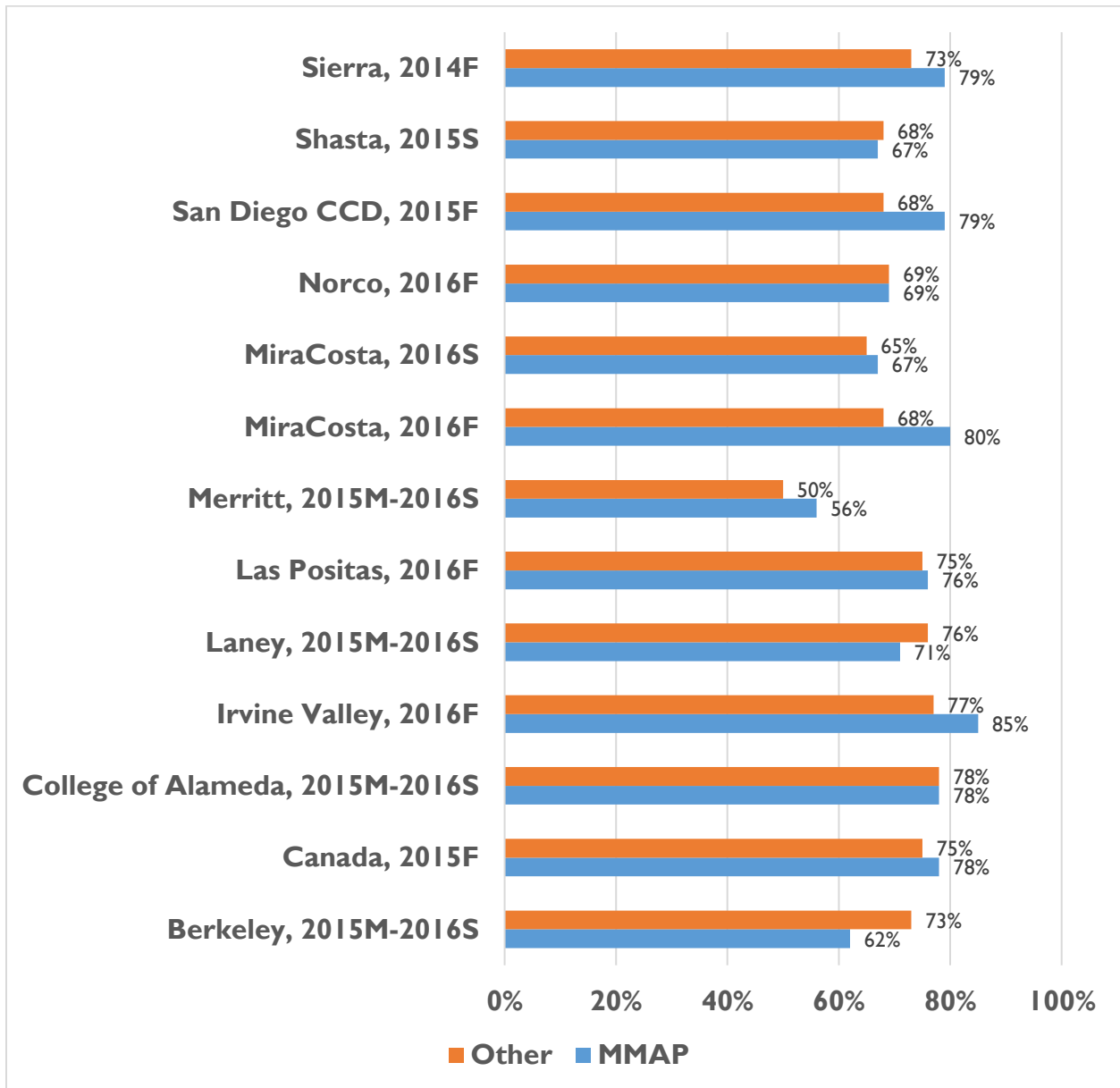
- User guides ranging from getting started to developing a research plan
- Statewide decision trees, including those specific to math, English, ESL, and Reading
- College-level graphs showing projected impact of MMAP on placement level in first math or English courses
- Archived webinars and presentations
- Research briefs and publications

Project Webpage: <http://www.rpgroup.org/mmap>

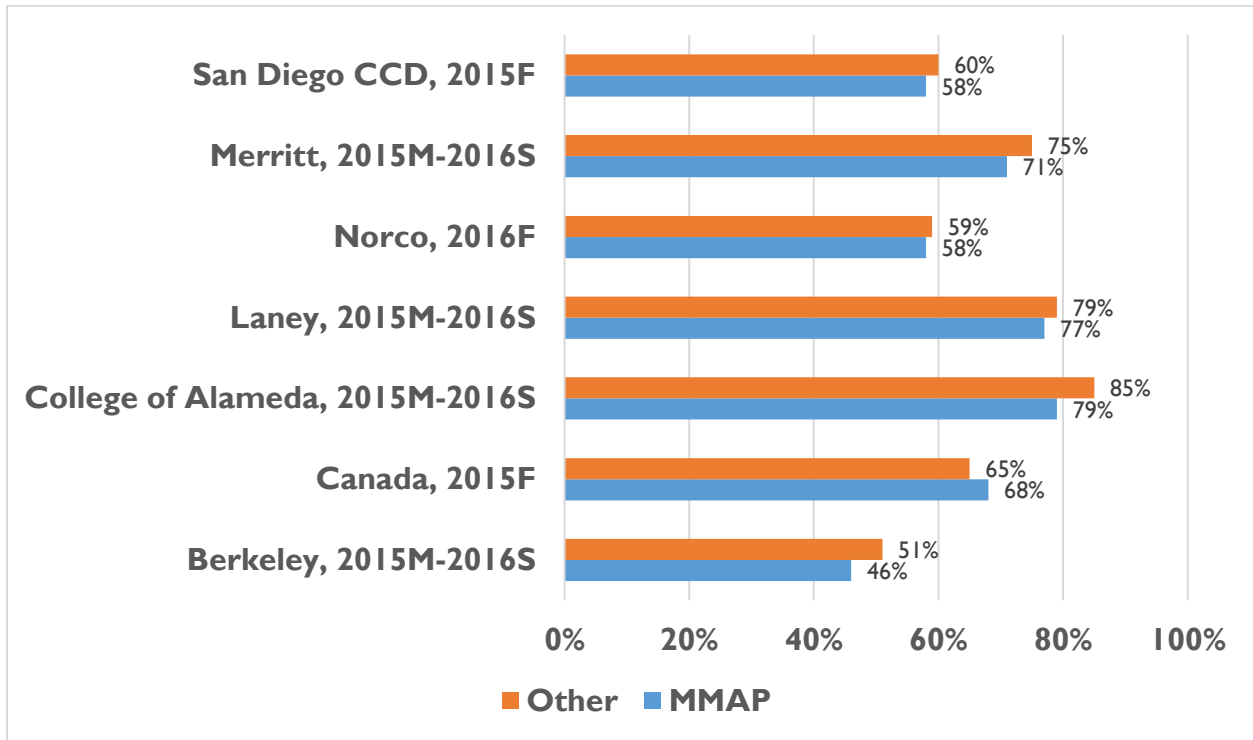
Success Rates in Transfer-level Math and English at Pilot Colleges

The two graphs below and the next page display success rates for students at pilot colleges who placed into transfer-level English and math by varying assessment tests compared to students placed only by the multiple measures models. Students placed using the multiple measures models are outperforming other methods of assessment at the majority of pilot colleges. The various methodologies utilized by the pilot colleges are presented on the last page to emphasize that implementation varies locally.

Success Rates in Transfer-level English



Success Rates in Transfer-level Math



“Under our previous policies, African American and Latino students were far less likely to place into transfer-level math. Under the new policies, African American students’ access to transfer-level math increased eight-fold, Latino students’ access increased four-fold, and the disproportionate impact in placement was eliminated for all racial groups.”
 – Cuyamaca College

“There are thousands of reasons to do this; each one has a name.”
 – Bakersfield College

“MMAP is a COMPLETION initiative, not a SUCCESS initiative.”
 – Santa Monica College

Methodologies of Pilot Colleges for Transfer-Level Math and English Courses

Statewide Transfer-Level Rule Set s- Up through 11th grade transcripts:

Statistics = GPA \geq 3.0 or better or GPA \geq 2.3 AND Pre-Calculus course grade of C or better (minimum final HS course level of Algebra I or higher with a C or better)

Transfer-Level English: GPA \geq 2.6

Berkeley City College

Rule Set: Statewide rule set with local variations in some cases per the discretion of the counselor; inconsistencies in data entry may also contribute to variations in success rates

Cohort: 374 students for math; 361 students for English between summer 2015 and spring 2016

Cañada College

Rule Set: English 2.3 and B- or better in last English class; Math 3.2 or better GPA and a C or better in last math class

Cohort: 2014 and 2015 fall cohorts

College of Alameda

Rule Set: Statewide rule set with local variations in some cases per the discretion of the counselor; inconsistencies in data entry may also contribute to variations in success rates

Cohort: 290 students for math; 246 students for English between summer 2015 and spring 2016

Laney College

Rule Set: Statewide rule set with local variations in some cases per the discretion of the counselor; inconsistencies in data entry may also contribute to variations in success rates

Cohort: 311 students for math; 486 students for English between summer 2015 and spring 2016

Irvine Valley College

Rule Set: 3.0 GPA for transfer and 2.6 for one-level below in English

Cohort: 220 students in fall 2016

Las Positas College

Rule Set: 2.5 or higher GPA; self-reported transcript data

Cohort: 348 students in fall 2016

MiraCosta College

Rule Set: 3.0 or higher or a 2.5 GPA plus a B in highest English course; self-reported transcript data

Cohort: 1,327 students in spring 2016 and fall 2016

Merritt College

Rule Set: Statewide rule set with local variations in some cases per the discretion of the counselor; inconsistencies in data entry may also contribute to variations in success rates

Cohort: 186 students for math; 282 students for English between summer 2015 and spring 2016

Norco College

Rule Set: Statewide rule set

Cohort: 205 students in fall 2016 for math; 196 students in English

San Diego Community College District

Rule Set: Statewide rule set but all math levels at and above Statistics were cleared using the Statistics rule set

Cohort: English 319 students, math 377 students in fall 2015

Shasta College

Rule Set: 2.7 GPA and a B or better in last English course

Cohort: 471 students in spring 2015

Sierra College

Rule Set: Local model based on highest GPA and highest English course taken

Cohort: 1,508 students in fall 2014