Multiple Measures Assessment Project (MMAP)

November 9, 2016

Mallory Newell
The RP Group
Research and Planning, De Anza College

http://www.rpgroup.org/projects/multiple-measures-assessment-project

MMAP Project Overview

Collaboration
- CAI
- CCCCO
- Cal-PASS+
- RP Group
- 60 CCCs

Model Development
- English
- Math
- ESL
- Reading
- Non-cognitive Variables
- Self-reported transcript data

Engagement
- Local replication
- Webinars
- Professional development
- Support
- Pilot results inform statewide implementation
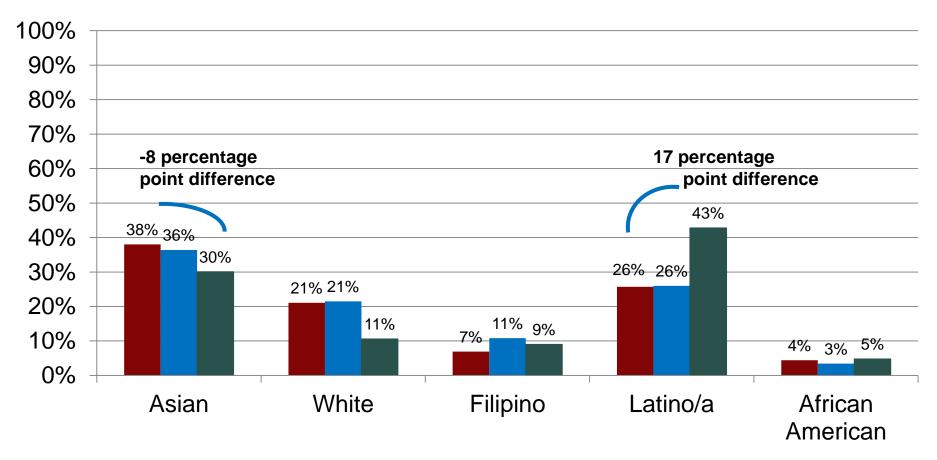
- bit.ly/MMAP2015

Growing body of evidence

- Weak relationship between assessment tests and college course outcomes: bit.ly/CCRCAssessment

- Incredible variability in cut scores; CCCs often use HIGHER cutscores than 4-year institutions: bit.ly/NAGB2012

- Underestimates students of color, women, first generation college students, low SES: bit.ly/DefiningPromise

- Long thread of research in the CCCs
  - Willett, Hayward, & Dahlstrom, 2008 http://bit.ly/WIllett2008
  - Hetts, Fuenmayor, & Rothstein, 2012 http://www.lbcc.edu/PromisePathways
  - Willett & Karanjeff, 2014 http://bit.ly/RPSTEPS
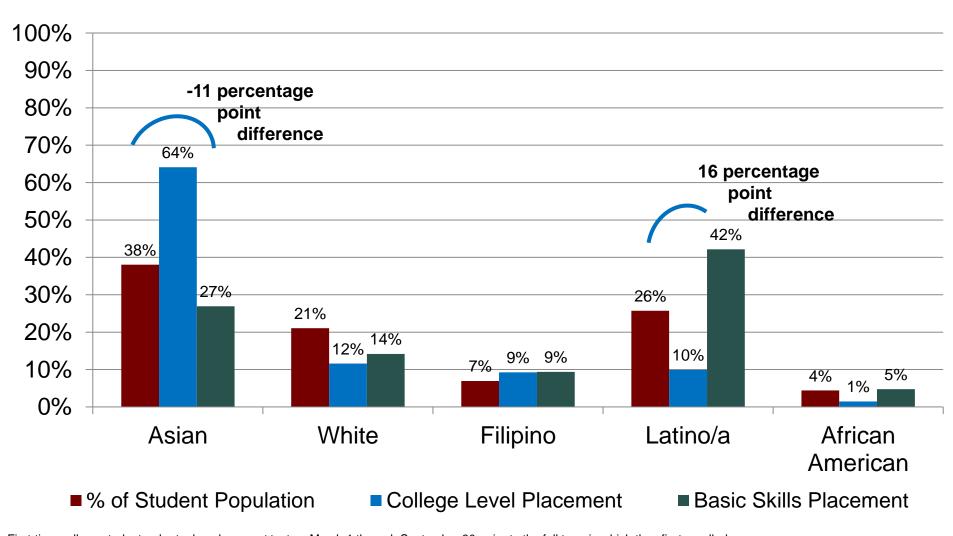
Why Multiple Measures?

- Tests have been under-placing students

- Multiple measures

  - provides a more complete picture of student ability

  - provides a way to increase the accuracy of placement, particularly reducing underplacement http://bit.ly/CCRCPlacementAccuracy

  - are required by law (Title V)

  - supported by statewide Academic Senate

De Anza College - First Time College Student English Placement by Ethnicity

First-time college students who took a placement test on March 1 through September 30, prior to the fall term in which they first enrolled. Average of Fall 2015, 2014, 2013. English placement: EWRT 200 and 211 (basic skills) and EWRT 1A (college level). Total N = 11,017 students. Source: FHDAIRP

De Anza College - First Time College Student Math Placement by Ethnicity

-11 percentage point difference (Asian)

16 percentage point difference (Latino/a)

Ethnicity	% of Student Population	College Level Placement	Basic Skills Placement
Asian	38%	64%	27%
White	21%	12%	14%
Filipino	7%	9%	9%
Latino/a	26%	10%	42%
African American	4%	1%	5%

■ % of Student Population   ■ College Level Placement   ■ Basic Skills Placement

First-time college students who took a placement test on March 1 through September 30, prior to the fall term in which they first enrolled.
Math placement: MATH 210, 212, and 114 (basic skills) and MATH 10, 11, 41, 44, and 46 (college level). Average of fall 2015, 2014, and 2013. Total N = 11,017 Source: FHDAIRP

De Anza College - Course Sequence Completion by Level Placed
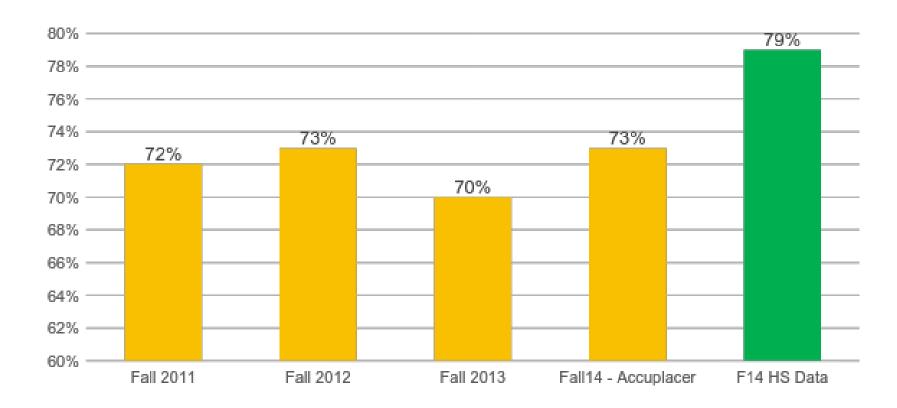
Successful Completion of Course Sequence in Three Years			
	Starting Three Levels Below	**Starting Two Levels Below**	**Starting One Level Below**
MATH	21%	48%	88%
EWRT	N/A	53%	67%
Reading	N/A	54%	74%
ESL - Writing	31%	45%	N/A
ESL - Reading	30%	36%	41%

Pilot College Examples

Sierra College
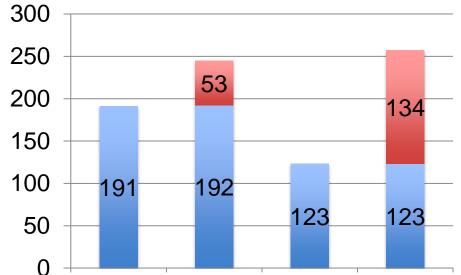# College-Level English

Sierra's placement tool:
http://www.sierracollege.edu/admissions/assessment/appointment.php

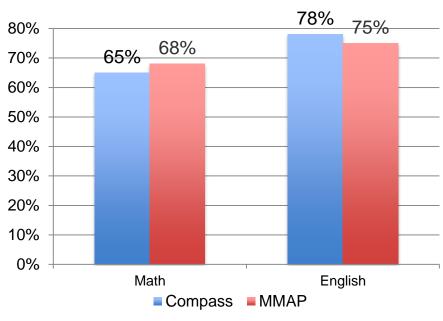# Cañada College

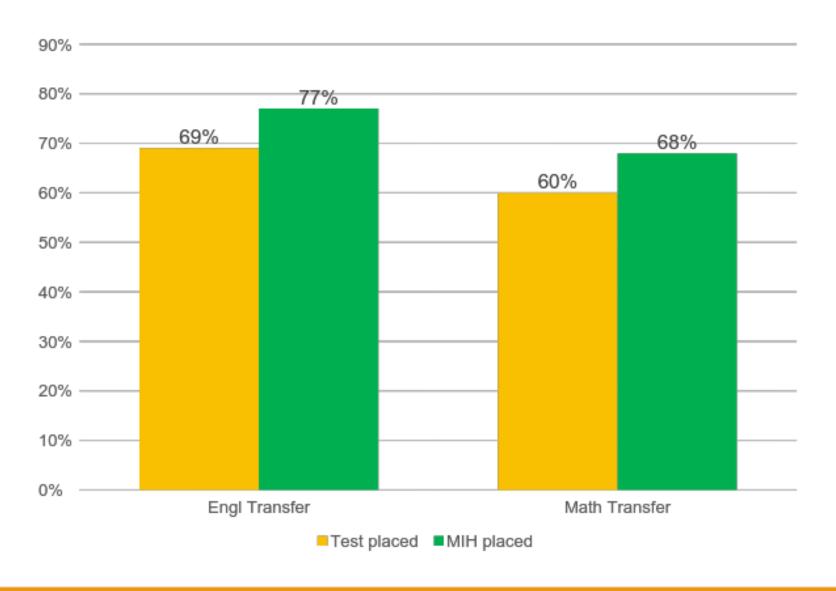## Transfer-level Placements

- F2014 Math: Compass 191
- F2015 Math: Compass 192, MMAP 53
- F2014 English: Compass 123
- F2015 English: Compass 123, MMAP 134

Legend: Compass (blue), MMAP (red)

Transfer-level Success Rates

- Math: Compass 65%, MMAP 68%
- English: Compass 78%, MMAP 75%

Legend: Compass (blue), MMAP (red)

Bakersfield College

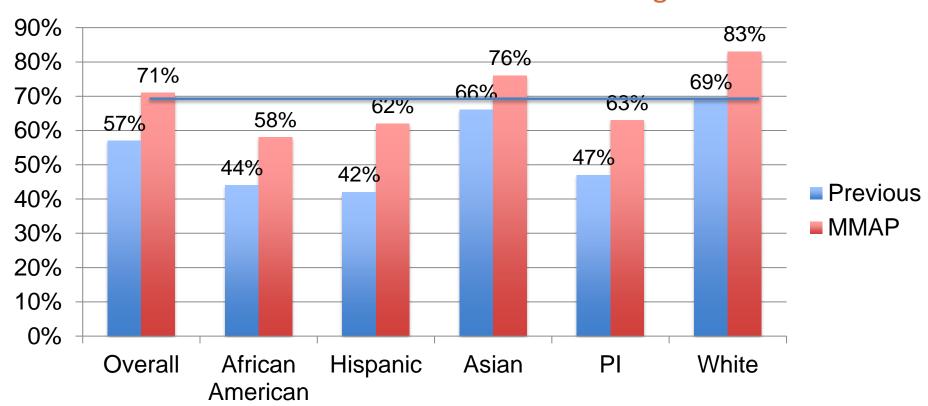# Spring 2016 English Pilot – Mira Costa

Placement into Transfer-Level English

Mira Costa Transfer-Level English Success rate by year/placement type

	S2013	S2014	S2015	S2016 - Old	S2016 - MMAP
	63%	64%	66%	66%	69%

Self-Reported Transcript Data

Potential use of self-reported high school info

- UC admissions uses self-report but verifies after admission
  - 2008: 9 campuses, 60,000 students. No campus had >5 discrepancies between reported grades and student transcripts: http://bit.ly/UCSelfReportGPA

- College Board: Shawn & Matten, 2009: "Students are quite accurate in reporting their HSGPA", r(40,299) = .73: http://bit.ly/CBSRGPA

- ACT research often uses self-reported GPA, generally find it to be a highly powerful predictor and highly correlated with students actual GPA: ACT, 2013: r(1978) = .84 http://bit.ly/ACTSRGPA

GPA vs. Self-reported HSGPA

| HSGPA Level | N | Mean HSGPA | | Mean diff. |
		Actual	Self-reported	
3.50–4.00	599	3.79	3.75	–0.04
3.00–3.49	451	3.24	3.23	–0.01
2.50–2.99	408	2.81	2.76	–0.05
2.00–2.49	265	2.24	2.35	0.11
1.50–1.99	172	1.77	2.04	0.27
0.00–1.49	85	1.03	1.85	0.82
Total	1,980	2.95	3.02	0.07

Under-reporting was 2-4X as common as over-reporting.

Integration of MMAP with CAI

- Note: Common Assessment updates currently on pause
- Common Assessment platform will house a transcript data repository
  - repository will be source-agnostic & store transcript data from variety of sources, including CalPASS & self-report via CCC Apply
  - statewide decision trees programmed into platform, for internally generated Multiple Measures placement recommendation
  - expect data points used in MM placement recommendation
- Students will receive single placement recommendation created from disjunctive placement model
- Platform users with the "Counselor" role will have access to all placement recommendations for a student
- Initial integration will be available in early 2017

Some lessons learned
(from pilot colleges)

- MMAP rules are performing as expected
- Implementation of MM rules is nuanced, needs to involve members from across the college
- Communication to students should be clear and consistent – 1 placement rather than 2
- Student support should be embedded
- Outreach/communication with local high schools
- Should include a robust research agenda

Upcoming MMAP Event

3rd Annual -Pilot College Convening

Northern California

De Anza College

Friday, December 2 - 10am - 2pm

21250 Stevens Creek Blvd

Cupertino, CA 95014

Campus Center, Conference Room B

RSVP Here