Multiple Measures Assessment Project (MMAP)

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

Collaboration
- CAI
- CCCCO
- Cal-PASS+
- RP Group
- 64+ 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
Integration Into the CAI Test

• CAI platform will house a transcript data repository
  – repository will store transcript data from CalPASS Plus and self-reported transcript data from CCC Apply
  – statewide decision trees programmed into platform
  – allows for local customization of the models
• Students will receive a single placement recommendation created from disjunctive placement model
  • If multiple measures are not used, a placement will not be displayed
• Full integration will be available to the 12 CAI pilot colleges
• Additional local multiple measures may be added later
• Additional placement clearance may be added later (EAP, SAT, AP, etc.)
Summary of MMAP

• High school achievement data are a useful predictor of performance in college
• GPA found to be the strongest predictor of course success
• MMAP is recommended to be used in conjunction with the CAI test
• Data sources for MMAP include CalPass Plus transcript data, transcripts provided by students, electronic data exchanges with high schools, self-reported transcript information
• Models are performing as expected at the majority of pilot colleges
Highlights of Accomplishments

• Support to pilot colleges through presentations, workshops, data matching, IT support, phone calls, user guides, webinars, interactive enrollment impact graphs, and much more
• Presentations of data and findings to the CAI Steering Committee and other stakeholders
• Research briefs and articles
• Added self-reported transcript questions to CCCApply application
• Working with ESL groups to develop appropriate measures for ESL students
• Collaboration with Chancellor’s Office to provide multiple measures information to other statewide initiatives (IEPI, Basic Skills, SSSP, Equity, Assessment Workgroup, etc.)
• Collaborate with CAI vendor (Unicon) to develop CAI and MMAP interface
Integration into Institutional and Statewide Initiatives

• Basic Skills Initiative (BSI)
• State Equity Plan (SEP)
• Student Support Services and Programs (3SP) Plans
• California Acceleration Project (CAP)
• California Guided Pathways Project
• Student Success Scorecard
• Strong Workforce Initiative (opportunity)
Next Steps

• Develop additional multiple measures models
  • concurrently enrolled HS students
  • currently enrolled CCC students
  • reverse transfer students
• Evaluate the multiple measures models with the CAI results
• Provide ongoing support to pilot colleges
  • with implementation and validation
  • outreach to the ~40 colleges who have not yet started
• Continue to work with CCCC0, CDE, and K-12 districts to determine the best way to access student high school transcript data
• Share lessons and data with the field
Centralization of MMAP

• Create a central location and point of contact
• Maintain a website with resources
• Represent and promote multiple measures assessment locally and nationally
• Serve as the statewide liaison whenever the CAI is updated, enhanced, or revised
• Promote multiple measures as a key element of college’s SEP, BSI and 3SP, and Strong Workforce plans
• Lead the review and update of the models whenever necessary
Variables Explored in the Models

• High school unweighted cumulative GPA
• Grades in high school courses
• CST scores
• Advanced Placement course taking
• Taking higher level courses (math)
• Delay between HS and CCC (math)
• HS English types (expository, remedial, ESL)
• HS Math level (Elem Algebra, Integrated Algebra, Pre-Calculus)
# Transfer-Level Rule Sets

<table>
<thead>
<tr>
<th>Transfer Level Course</th>
<th>Direct Matriculant</th>
<th>Non-Direct Matriculant</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra (STEM)</td>
<td>HS 11 GPA $\geq$ 3.2 OR</td>
<td>HS 12 GPA $\geq$ 3.2 OR</td>
</tr>
<tr>
<td>Passed Algebra II (or better)</td>
<td>HS 11 GPA $\geq$ 2.9 AND Pre-Calculus C (or better)</td>
<td>HS 12 GPA $\geq$ 3.0 AND Pre-Calculus or Statistics (C or better)</td>
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<tr>
<td>N=216,420</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics (Business Math)</td>
<td>HS 11 GPA $\geq$ 3.0 OR</td>
<td>HS 12 GPA $\geq$ 3.0 OR</td>
</tr>
<tr>
<td>Passed Algebra I (or better)</td>
<td>HS 11 GPA $\geq$ 2.3 AND Pre-Calculus C (or better)</td>
<td>HS 12 GPA $\geq$ 2.6 AND Pre-Calculus (C or better)</td>
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<tr>
<td>N=216,420</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>HS 11 GPA $\geq$ 2.6</td>
<td>HS 12 GPA $\geq$ 2.6</td>
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<tr>
<td>N=347,332</td>
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</table>
## One-Level Below Rule Sets

<table>
<thead>
<tr>
<th>One Level Below Course</th>
<th>Direct Matriculant</th>
<th>Non-Direct Matriculant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>HS 11 GPA &gt;=2.2</td>
<td>HS 12 GPA &gt;=2.4 AND 12&lt;sup&gt;th&lt;/sup&gt; Grade English C (or better)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HS 12 GPA &gt;= 2.4 AND CST English &gt;= 322</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HS 12 Grade GPA &gt;=1.7 AND 12th Grade English C+ (or better)</td>
</tr>
<tr>
<td>ESL</td>
<td>HS 11 GPA &gt;=2.7</td>
<td>HS 12 GPA &gt;=2.6</td>
</tr>
</tbody>
</table>

- The vast majority of ELL/ELD HS students (~85%) who enter CC begin directly in mainstream English coursework.
- Other major populations of ESL students (e.g., international students, migrants, older immigrants) will not have US high school transcripts and so other multiple measures, such as essays, must be used with those groups.
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