

Ground Zero of Implementing the Multiple Measures Assessment Project Locally

2. How does presentation relate to Integrate Equity and Success into Research and Planning?

Research and data from several community colleges at the forefront of the Multiple Measures Assessment Project (MMAP) have shown the impact of MMAP on equity and student success. Based on those results, the statewide Common Assessment Initiative and the goal of closing the equity gap locally, Cañada College set out to implement the MMAP pilot with a cohort of incoming students in fall 2015. This initiative gathered administrators, faculty, and staff from English, math, assessment, and research departments across the campus to learn about the MMAP, understand our student population with data, and work together toward a common goal of increasing access to college-level math and English courses. This presentation will describe how impacting equity and student success became one of the central themes for our MMAP implementation team to take action and implement the MMAP by fall 2015.

* 5. Please provide a detailed description of your session, including:

Session learning outcomes (what will participants be able to do after participating in the session)
How the topic, tool, or resource will advance the research and planning field
How the topic, tool, or resource will foster evidence-based decision-making and a culture of inquiry

This presentation will describe 1) processes developed to incorporate the MMAP in the application-to-registration pipeline; 2) collaborations with key and ancillary stakeholders (i.e., administrators, assessment coordinator, information and technology specialists, researchers, outreach staff, and faculty of counseling, math and English departments); 3) the adaptation of the phase 1 statewide MMAP model for local use; 4) analysis of the first cohort in terms of outcomes in placement and enrollment in college-level course, and course success; 5) evaluate the placement outcomes of implemented MMAP criteria against the updated phase 2 statewide MMAP decision rules; 6) limitations of the research design, and 7) momentum gained in the district as a result.

Consistent with existing research and impacts reported by other colleges that have implemented the MMAP, the inclusion of using high transcript as a placement option increased placement and enrollment for the first cohort of students. When compared to previous fall when only Compass placement was in use, the implementation of MMAP increased placement into college-level English by 109%, providing access to 134 additional students who otherwise might not be eligible.

Moreover, the majority (78%) of these students enrolled in a college-level English course in the immediate subsequent term of placement. This is a 25% increase from using Compass placement by itself. The impact is largest among Hispanic students. For those students, MMAP doubled the number of students eligible for college-level English, compared to using Compass by itself. MMAP placement-to-enrollment percentage for Hispanic students is 82%, compared with 54% for those using Compass placement.

Similar increases are observed for math, but with less impact. Of the 71 students who met the requirements to use the MMAP, 82% placed into transfer-level math. In terms of immediate placement-to-enrollment, 59% of those placed into college-level math with MMAP enrolled in a transfer-level math class – most often in statistics. For comparison, in the same time period the previous year, only 41% of the students who placed into transfer-level math with the Compass placement test actually enrolled in a math class. Increases in enrollment transfer-level math were observed for Hispanic, multi-race, Asian and White students. In addition, the implementation of the MMAP resulted in a larger percentage of female students enrolling in college-level math, as compared to the same time period last year without the MMAP.

Participants in this session will learn 1) to identify key and ancillary administrators, faculty, and staff needed to implement the MMAP; 2) tips regarding validating and de-mystifying perceptions of students on campus with data; 3) about the process of adapting the math and English statewide MMAP decision rules locally; 4) evaluation developed to validate the adapted math and English decision rules; 5) key outcome elements to track for each cohort; and 6) considerations for continuous review of the MMAP decision rules.

The presentation will contribute to the growing body of knowledge about the use of high school transcripts as a placement tool for college-level math and English and as a way to increase access to post-secondary education for traditionally under-represented minority populations. The presentation will focus on the process of and lessons learned from implementing the MMAP using existing research and data to validate existing perceptions, select and set decision rules for college-level placement, and validate the selected criteria.

* 6. Please briefly describe how the topic, tool, or resource has been received in other venues (e.g., your college, district, across the state, etc.) and/or replicated by other practitioners.

Impact of implementing the MMAP on placement and enrollment in math and English college-level courses have been presented to the district's Board of Trustees, and shared with sister colleges in the district. As a result, there is momentum in the

district to implement the MMAP district-wide.

* 7. *Session Abstract: Please provide a brief overview of your session in 150 words or less. Note: this information will be printed in the conference program if your session is selected.*

Based on research conducted and shared by RP Group, the statewide Common Assessment Initiative and the goal of closing the equity gap locally, Cañada College set out to implement the MMAP pilot with a cohort of students in fall 2015. This initiative gathered administrators, faculty, and staff from English, math, assessment, and research departments across the campus. This presentation will describe 1) processes developed to incorporate the MMAP in the application-to-registration pipeline; 2) collaborations with key and ancillary stakeholders; 3) the adaptation of the phase 1 statewide MMAP model for local use; 4) analysis of the first cohort in terms of outcomes in placement and enrollment in college-level course, and course success; 5) evaluate the placement outcomes of implemented MMAP criteria against the updated phase 2 statewide MMAP decision rules; 6) limitations of the research design, and 7) momentum gained in the district as a result of implementing MMAP.

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