Multiple Measure Assessment Project (MMAP)

Cañada Pilot Study

February 2, 2015

What are Multiple Measures?

- High school transcript data

- High school testing data

- Noncognitive variables (NCVs)/psychometric data

- Survey questions/self-reported data

- Essays/writing samples

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- Historically, multiple measures were not required to be validated

- Does not really make sense to ignore them as they impact placement

- Need to validate impact of entire placement system on students

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What is MMAP?

Multiple Measures Assessment Project

- Quantifying students' likelihood of passing any given course in the English and/or math sequence based on **academic history/**multiple measures

- Looking at **noncognitive variables** (NCVs) as possible predictors of student success, as well as other downstream uses for NCVs

- Evaluating CCCApply data

- Examining utility (reliability, validity, predictive power) of other **survey questions** and history indicators as multiple measures

- Does not include protected category information as predictors (e.g., gender, age, ethnicity, etc.)

- CAI

Common Assessment Initiative (CAI)

Common Assessment

- English

- Math

- ESL

Multiple Measures

- Transcripts

- Noncognative factors

- Survey

- Writing sample

- Etc.

Common assessment:
- College's decision on cut score.
- College's decisions weight on Common Assessment and Multiple Measure.
- College has to use Common Assessment to get SSSP funding.

What types of options might you consider?

Disjunctive, conjunctive, or blended among:

1. Take higher of two placements

2. Bump students up a placement if placement is close to cutoff

3. Pre-identify students who can bypass assessment (a la EAP)?

4. Identify students to target for pretest intervention, practice

5. Supplement current assessment, future CAI

6. Identify students for accelerated or compressed curriculum

Projected Timeline:

Early spring 2015, MMAP pilot colleges are expected to begin meaningfully working toward being prepared to collect and analyze multiple measures data for students enrolling in fall 2015.

December 2014– January 2015:

- Complete research on system-wide models and algorithms and develop and share online analytic tools and decision tree models

January 2015 – April 2015:

- Professional development and direct support to pilot colleges to test multiple measures tools and applications
- **Pilot colleges begin to develop plan for multiple measures pilot project for fall 2015**
- Develop and test local user interface to re-identify data for local placement decisions

March 2015 – May 2015:

- Integrate multiple measures project with Common Assessment Initiative
- Finalize planning, begin implementation of multiple measures pilot project for Fall 2015.

July 2015 – August 2015:

- Complete implementation, report out on initial progress

Role of Pilot Colleges:

- **COMPARE** student placements using MMAP analysis to the college's current system

- **TRACK** cohort outcomes after applying multiple measures through the project, with help of MMAP Team and Cal-PASS Plus

- **TEST** placement tools as they are developed with your guidance

- Provide constructive and thoughtful **FEEDBACK** to MMAP and Cal-PASS Plus throughout process.

Ongoing work of pilot colleges

- Work to develop internal capacity and support necessary to locally implement more robust multiple measures in assessment and placement

- Work cooperatively with other pilot colleges to share best practices (and dead ends/false starts)

Planning Your MMAP Team

- How many members will you have?
  - 8-10

- The different college stakeholders that need to be represented
  - PRIE (2), Assessment Office including Kim (2), Math and Science Division (2-3), Humanity Division (2-3)

- The type of group (e.g., unofficial vs. official, workgroup, committee, etc.)
  - Workgroup: PRIE, Assessment Office, Math faculty, English Faculty, Dean of Counseling, Dean of Math and Science, and Dean of Humanities

- The charter of the group (e.g., what tasks and responsibilities has it been assigned, reporting it has to provide, decision-making)
  - Workgroup: Provide direction and work out all the logistics

- The level of support for developing a more holistic multiple measures approach to assessment from the current team, stakeholders, and the college and how this might change over time

Our Results

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Make A Plan:

- What are the barriers you will face? In development? In implementation?
  - Current stage:
  - Development stage:
  - Implementation stage:

- How might you address those barriers most productively?
  - Current stage:
  - Development stage:
  - Implementation stage:

- What are better strategies to implement multiple measures assessment locally?

- What mechanisms of social influence and persuasion might you leverage to support your work?