Multiple Measures Assessment Project
The Role of the Pilot Colleges

Refresher/Onboard Webinar

February 10, 2015

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

Agenda

- MMAP and the CAI

- What is the timeline?

- Will there be trainings?

- What is the role of the pilot colleges?

- What does the model entail?

- What should I do now?

- What if I have questions or need help down the road?

- 15 MMAP colleges/districts will be piloting the multiple measures model in Spring 2014 and Fall 2015

- 12 CAI pilot colleges will be piloting the CAI test in Fall 2015 and may also pilot the multiple measures model in Spring 2014 and Fall 2015

MMAP Pilot Colleges

Allan Hancock

Bakersfield College

Cañada College

Chabot-Las Positas Community College District (Chabot and Las Positas Colleges)

Contra Costa Community College District (Contra Costa, Diablo Valley, Los Medanos)

Cypress College

College of the Desert

Foothill-De Anza District (De Anza and Foothill Colleges

Fresno City College

Irvine Valley College

Rio Hondo College

Santa Barbara College

San Diego Community College District (San Diego City College, Mesa College, Miramar College)

Santa Monica College

Sierra College

CAI Pilot Colleges

Bakersfield College*

Butte College

Chaffey College

De Anza College*

Diablo Valley College

Fresno City College

Sacramento City College

Saddleback College

San Joaquin Delta College

Santa Monica College

Rio Hondo*

West Los Angeles College

* MMAP and CAI pilot

Training Webinars

Webinar 1: **Refresher/Onboard** - February 10, 11 a.m.

Webinar 2: **Basics of the model and how to use it** - February 23, 11 a.m.

Webinar 3: **How to implement the model** - March 23, 1 p.m.

Webinar 4: **How to implement a research plan**, April 13, 1 p.m.

Webinar 5: **Multiple measures examples** – April 22, 11 a.m.

Webinar 6: **Completion of a local implementation plan** – May 6, 11 a.m.

Role of the pilot colleges

- Build a multiple measures team

- Attend training webinars

- Evaluate the local impact of the multiple measures rule sets that have been developed
  - Apply the model to a cohort of students to determine how they would be placed and their success rates
  - Cal-PASS+ will assist with developing data sets

- Participate in the statewide pilot in fall 2015, provide unitary student data back to CalPASS for analysis

Levels of engagement

1. Retrospective analysis (all)
   – Test availability of HS performance data
   – Conduct impact analysis of implementing rule set
2. Social-psychological scale pilot, if desired
   – Involves collecting student data on potential scales to use as multiple measures
3. Fall 2015 pilot of transcript/CST model
   – Live application of rule set for placement, if possible

Timeline

February – Team should begin meeting regularly, review resources and research and attend training webinars

March - Download college level data from CalPASS Plus and begin implementing the model

April – Develop and implement a research plan to evaluate the impact of deploying multiple measures

May – Provide feedback on the model to the MMAP team; begin placing students for fall 2015 using the multiple measures model

January – Provide unitary data back to CalPASS+ from the Fall 2015 pilot

Overview of Model

- Data: K-12 & MIS transcript data, course-taking, Advanced Placement, scores from ACCUPLACER, CST and EAP scores

- Initial models used 92,000 student cases where complete high school transcript information was available

- Placement decision rules based on students' predicted grade points were derived from the models and then subsequently applied to the entire sample of 380,000 students to derive a "what if" impact analysis for the implementation of the rules

- Preliminary results showed a reduction in the number of students being placed in all developmental levels and an increase in the number of students being placed in transfer-level English and math

- Three models were created for transfer-level math that included Statistics, Liberal Arts math and Calculus-oriented/STEM math

- Regression tree analysis revealed that in addition to high school GPA, previous math course enrollment and performance were also significant predictors of community college math course success.

- Specific course-taking patterns in high school added significant predictive power to the math models but not to the English models.

- ACCUPLACER scores did not add to the predictive power of the English models, though they did improve some math models, particularly sub-models predicting success in Pre-calculus and Calculus I at the community college.

Next Steps

1. Determine if your local feeder schools submit data to CalPASS+.

If not, contact Ken Sorey at ken@edresults.org to discuss options for working with your K-12 partners

2. Sign the release to share Accuplacer, Compass and CCCApply data with CalPASS Plus.

Contact Gary Bird at gbird@CCCCO.edu for the form

Next Steps

3. Review the resources and research important to the project:

Foundational articles:
[Articles and Research for Pilot Colleges](#)

Past presentations and reports:
http://www.rpgroup.org/projects/multiple-measures-assessment-project/pilot-college-resources

Commonly asked questions:
[MMAP FAQs](#)

Project timeline:
[MMAP Pilot College Timeline](#)

Next Steps

4. Develop a multiple measures team on your campus and start meeting.

Getting started resources are available here:

Discussion Guide for Pilot College Teams
Building Your MMAP Team – Brainstorming Worksheet

5. Attend the scheduled training webinars

6. Ask questions or request a mentor to work with your college whenever anything is not clear. Contact: twillett@rpgroup.org

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Questions?