

**Multiple Measures Assessment
Project
De Anza College
Fall 2015**

Office of Research and Planning

De Anza and MMAP

- **De Anza is a pilot – along with 28 other colleges** statewide for the Multiple Measures Assessment Project.
 - We are also a pilot for the Common Assessment Initiative along with 11 other colleges.
- Pilot colleges are asked to **analyze a retrospective cohort of students using the model rule sets** – which use high GPA, last high school course in discipline and grade, level of last standardized test in discipline and score to predict placement in college level math and English.
 - Places students in highest course where **projected success rate is 2.2 GPA or 75% success**
- We are being asked to **implement the models with a cohort of students in spring 2016** and provide data back to the RP Group for analysis.
 - Our feedback will be incorporated into the statewide model available in fall 2017.
- We are also asked to **implement a Non-cognitive Variable Scale.**

Multiple Measures Project

Supported by the California Academic Senate:

Resolved that the Academic Senate of California Community Colleges urge local academic senates to continue to engage in discussions at their colleges regarding the determination of appropriate multiple measures and placement processes that improve the success of their students (Resolution 18.0 Matriculation, April, 2014)

Based on a long thread of research in the CCCs:

- 2008: Willett, Hayward, & Dahlstrom (11th grade grades lead to college grades)
- 2011: Martinez (self-reported HS GPA linked to college progress/completion)
- 2014: Willett and Karanjeff (statewide replication of LBCC research = STEPS)

Replication and Implementation

- Bakersfield College and Sierra College began a similar implementation in 2014

Goals where appropriate:

- Lower remediation rates and increase direct access to college-level courses
- Reduce the amount of time students need to spend completing pre-collegiate courses
- Increases in successful completion of course sequence
- Increases in degree and transfer rates

Research on Multiple Measures

- Placement tests were found to have a severe error rate for English of 27 to 33 percent (i.e. 3 out of every 10 students in English are severely misassigned). For math the error rates are lower, but still nontrivial (CCRC, Belfield & Crosta, 2012; Scott-Clayton, 2012)
- Community colleges rely nearly entirely on standardized assessment (WestEd, 2011)
- Majority of students placed below college level is a significant barrier to completion (Bailey, Jeong, & Cho, 2010)
- **What does this mean to students?**
 - First interaction with the college tells students they don't belong
 - Implies most students are not ready for college and likely to fail
 - Implies the high school and college curriculum are not aligned

Variables that predict success

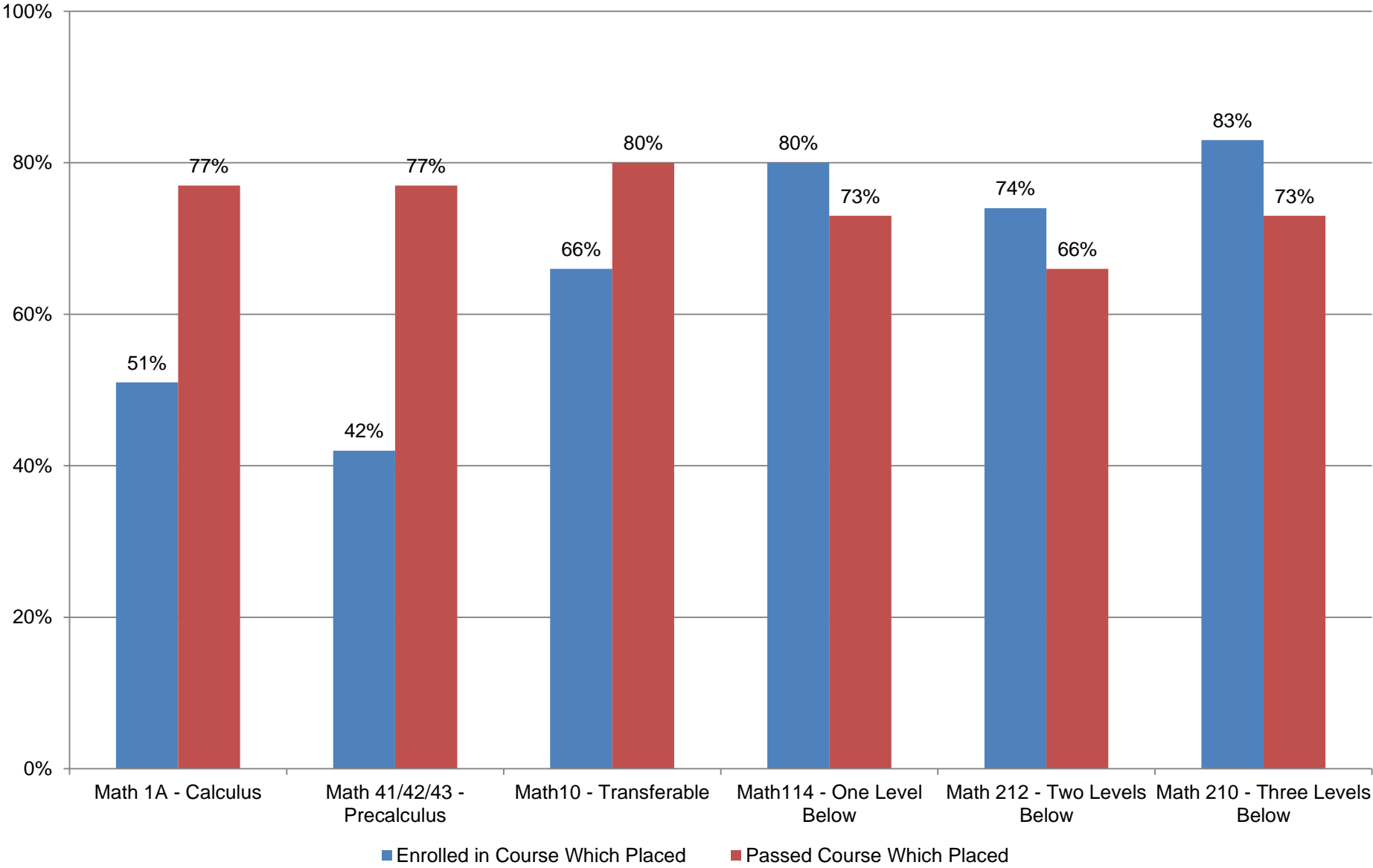
English

- Cumulative HS GPA
- Grade in AP English
- Score on English CST
- Grade in 12th grade English
- Delay

Math

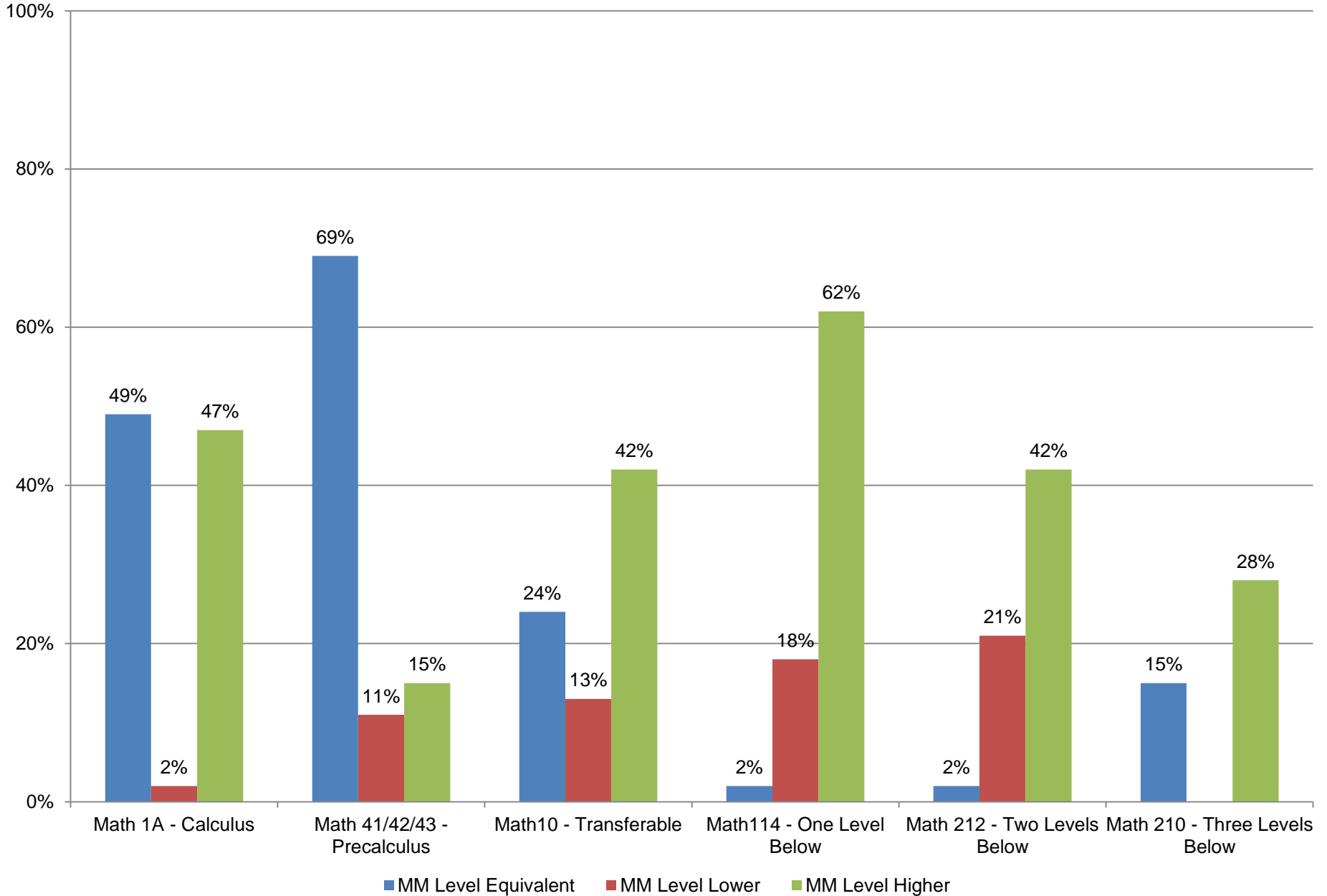
- Cumulative HS GPA
- Grade in Algebra II, Statistics, Trigonometry, Pre-calculus, etc.
- Taking a more challenging CST
- Score on math CST
- Delay

De Anza - Math Placement by ACCUPLACER and Course Success Rates



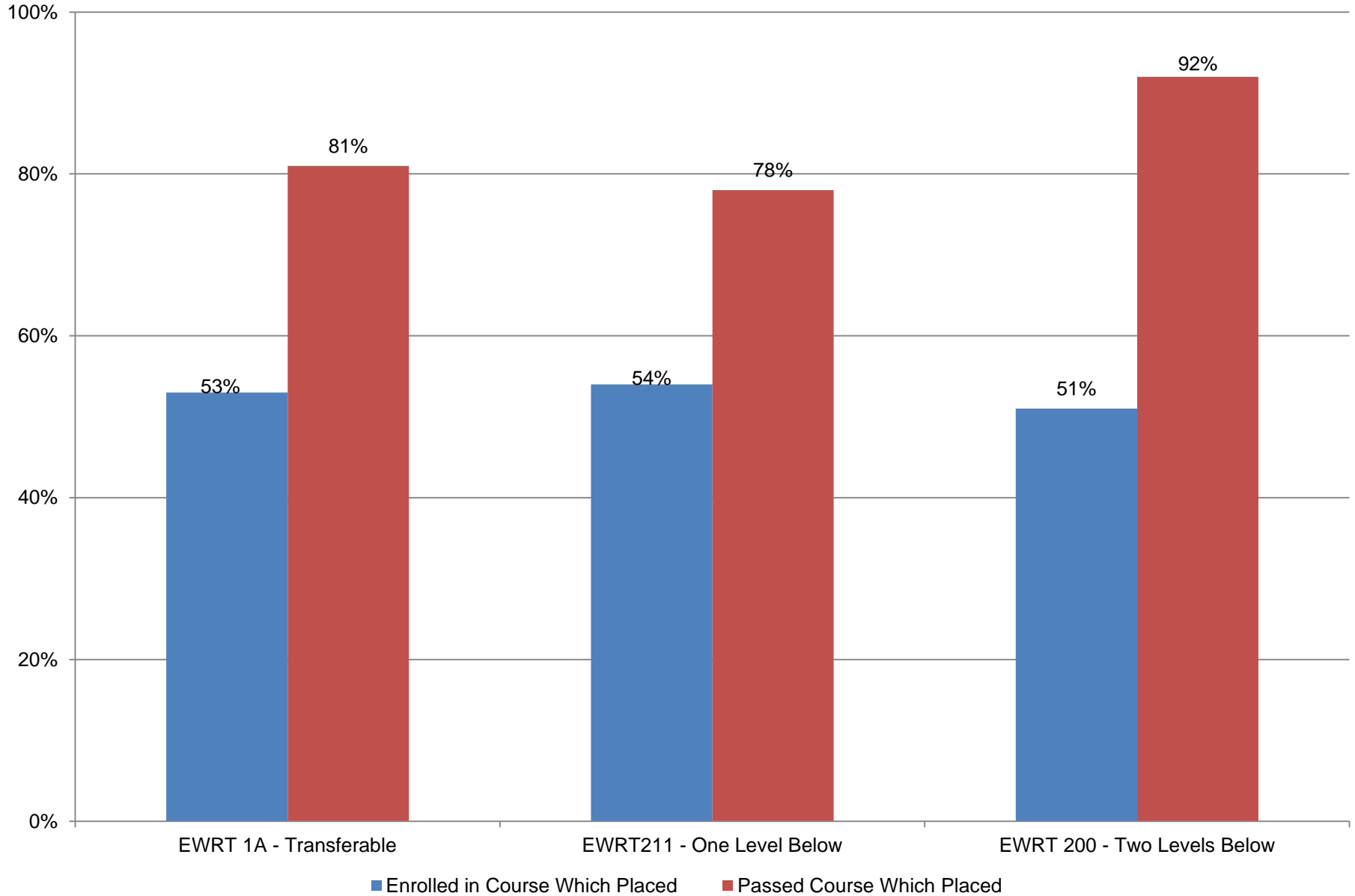
First-time students who enrolled in a math course in fall 2014 and took a math placement test within the past year.
 Average success rate for all students in Math 1A is 67%, Math 41/42/43 is 61%, Math 114 is 59%, Math 212 is 61%, Math 210 is 54%
 Includes 520 total students.

De Anza - Multiple Measures Assessment vs. Our Math Placement Test



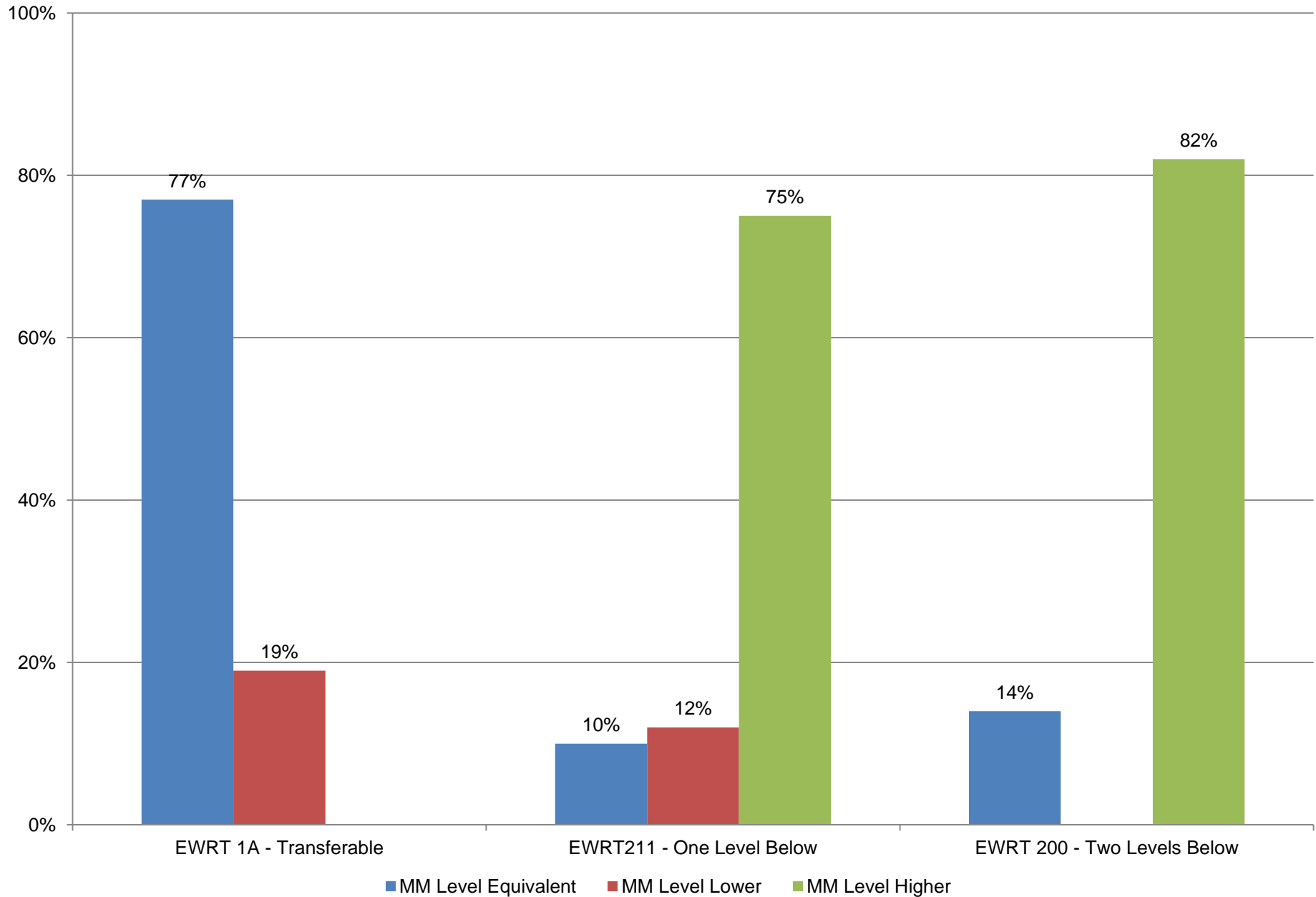
First-time students who enrolled in a math course in fall 2014 and took a math placement test within the past year.

De Anza - EWRT Placement by ACCUPLACER and Course Success



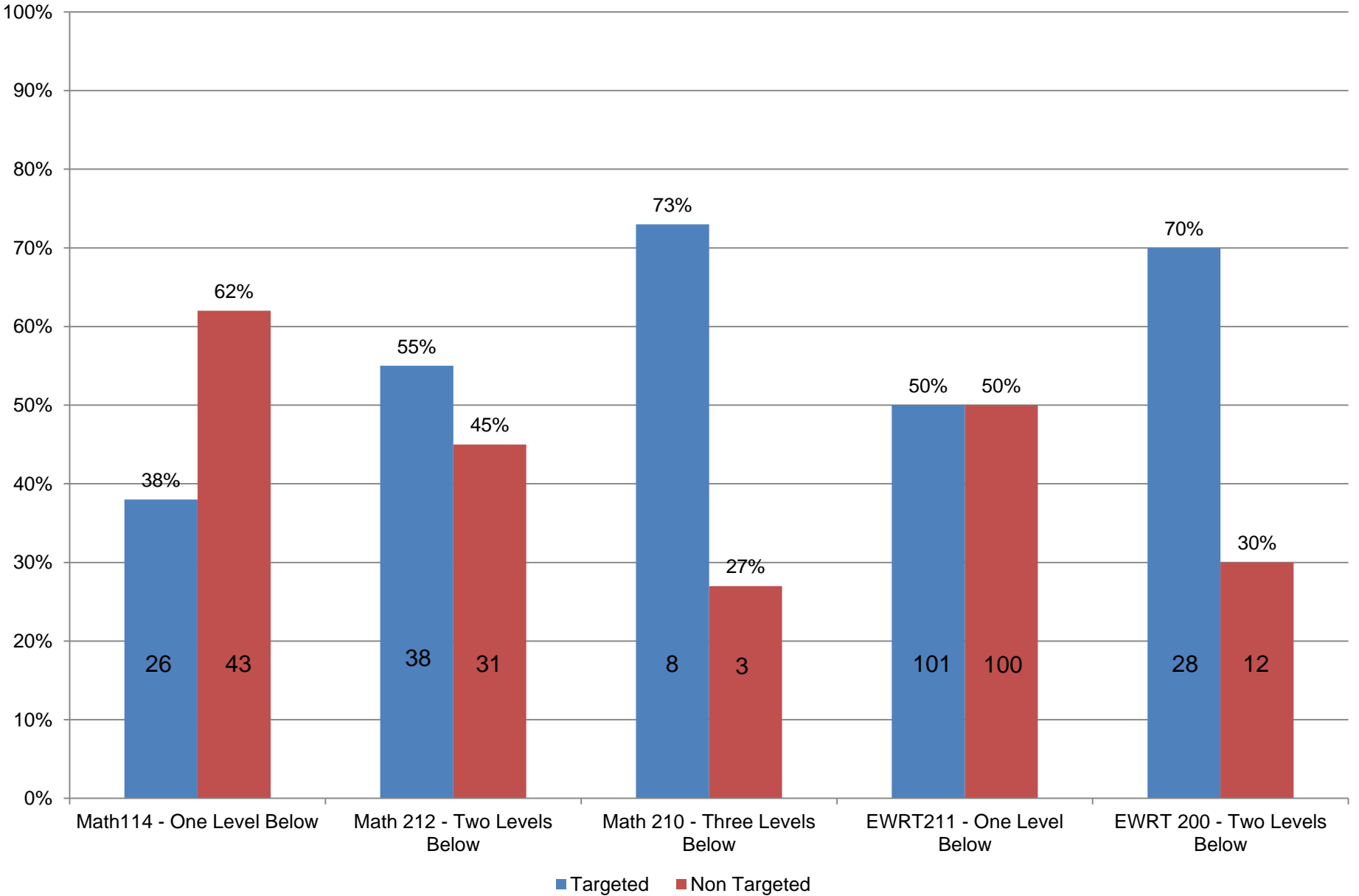
First-time students who enrolled in an English course in fall 2014 and took an English placement test within the past year. Average success rate for all students in EWRT211 is 75% and EWRT200 is 92%. Includes 570 students.

De Anza - Multiple Measures Assessment vs. our English Placement Test



First-time students who enrolled in an English course in fall 2014 and took an English placement test within the past year.

Students Assessed into a Higher Level Using Multiple Measures - by Targeted Groups



Targeted includes African American, Latino/a, Filipino.

Implementation Plan

Engagement Plan

Faculty involvement
Professional development
Engaging special programs

Enrollment Plan

Class offerings
Implementation process

Assessment Plan

Placement process
Non Cognitive measures
Students w/o transcripts

Communication Plan

Informing stakeholders
Informational materials
Informing feeder HS

Student Services Plan

Counseling
Support services (tutoring)
Outreach – HS Assessment

Research Plan

Quarterly analysis
Longitudinal analysis
Equity impacts

Questions?

If you would like to join the group, please email:
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