Multiple Measures Assessment Project (MMAP)

Cañada Pilot Study

December 2015

What is MMAP?

Multiple Measures Assessment Project (MMAP) is:

❑ Part of the Common Assessment Initiative

❑ A statewide initiative with about 20 pilot colleges (Cañada is one of them)

❑ Using high school transcript as one of the multiple measures

MMAP Pilot Process Timeline

- ❑ February 2015: Established the MMAP Team; Studied data

- ❑ March 2015: Established measures and research plan

- ❑ April-August 2015: Implemented multiple measures, including validating high school transcripts and placement in college level courses

- ❑ January 2016: Will analyze the results in terms of student demographics and course success

Cañada MMAP Team

Team Members:

- ❑ English Faculty: Yolanda Valenzuela, David Clay, Susan Gangel, and Kim Huynh

- ❑ Math Faculty: Denise Hum

- ❑ Assessment Coordinator: Jeanne Stalker

- ❑ Researcher: Tracy Huang

- ❑ Deans:, Janet Stringer, David Johnson, and Chialin Hsieh

- ❑ Interim VPSS: Kim Lopez

Data Summary

- ❑ Cohort groups were selected from 2009-2011 (CalPass Plus)

- ❑ Average time elapsed between HS graduation and enrolling at Cañada: 4 years

- ❑ Majority of HS students came to us with GPA of "C" or lower.

- ❑ Majority of HS students took English or math in their first semester at Cañada

Target Population for MMAP

❑ New college students

❑ Recent high school graduates (within 3 years)

❑ Students with above average cumulative high school GPA

❑ Students with above average grades in high school English/Math courses

Decision Trees--English

MMAP English Pilot
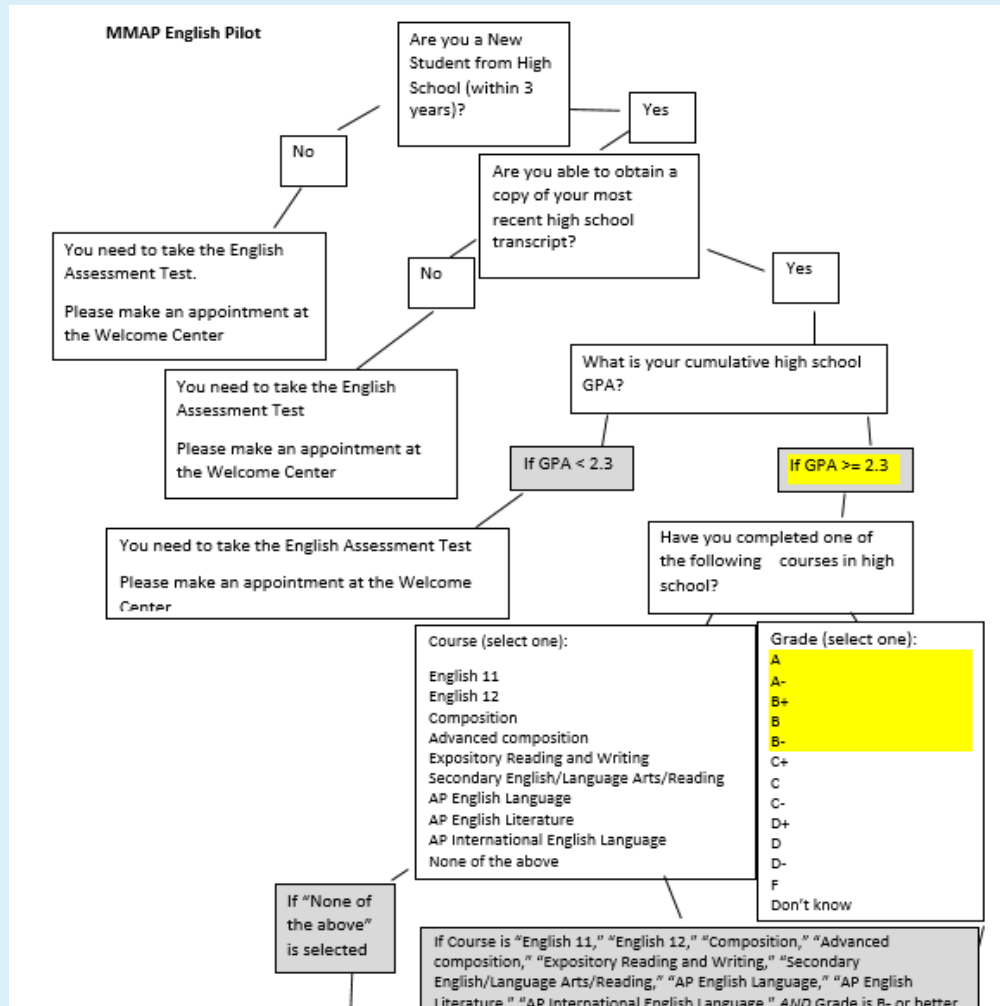
- New student from high school within 3 years
- Cum GPA >=2.3
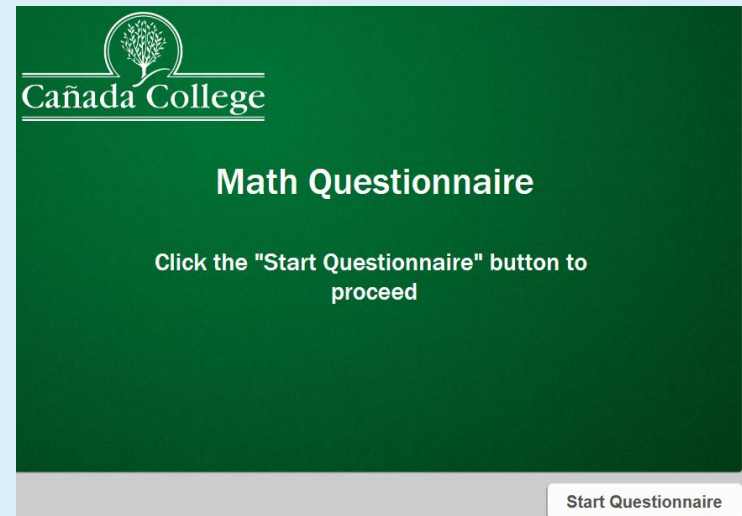- High school English course grade equal or higher than B-

Decision Trees--Math
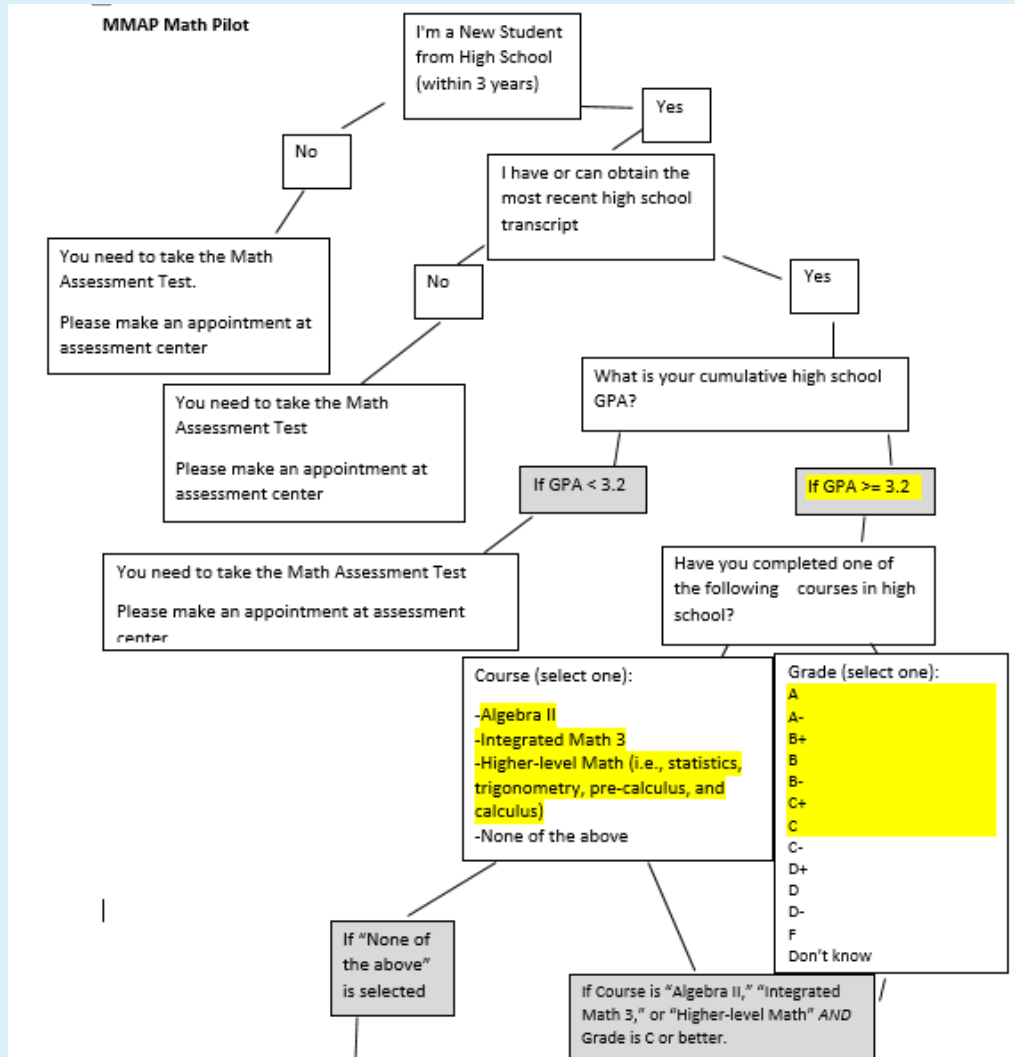
- New student from high school within 3 years
- Cum GPA >=3.2
- High school Math course grade equal or higher than C

Web Application for the Decision Trees

Development of the Web application
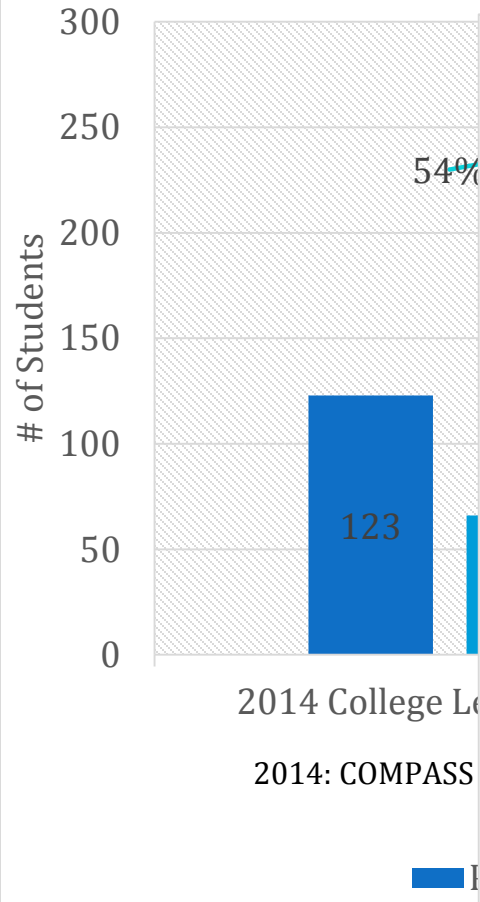- English Questionnaire
- Math Questionnaire

Implementation of the transcript placement

- ❑ Assessment Center staff validated HS transcripts in fall 2015

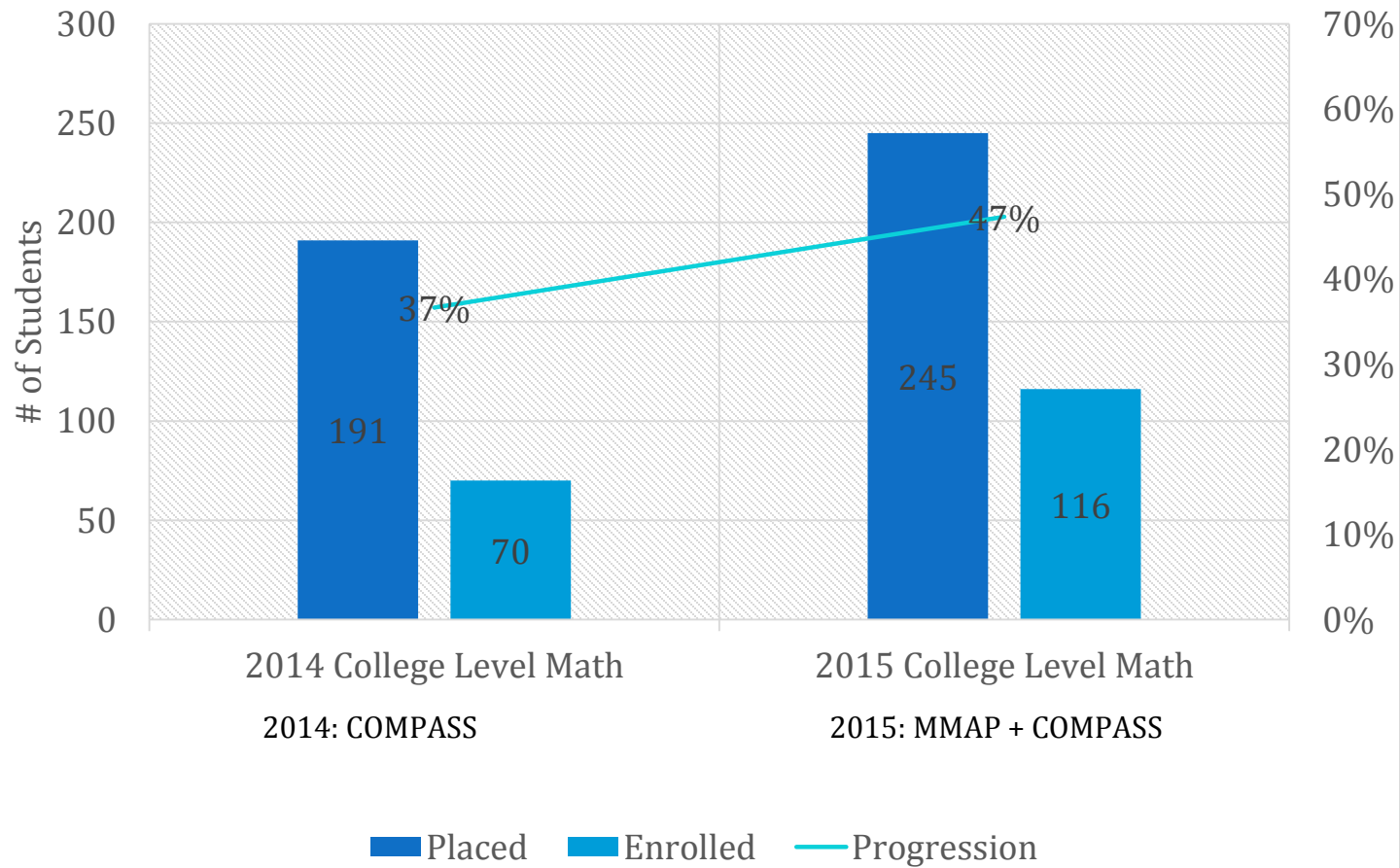- ❑ Waived the prerequisites for students to enroll in fall 2015

Evaluation of the MMAP

❑ Analyzed the # of students **placed and enrolled** in college level English/math in 2015 with the # of students placed and enrolled in college level English/math in 2014.

❑ Will compare college level English/math **success rates** in college level English/math in 2015 with the success rates in college level English/math in 2014.
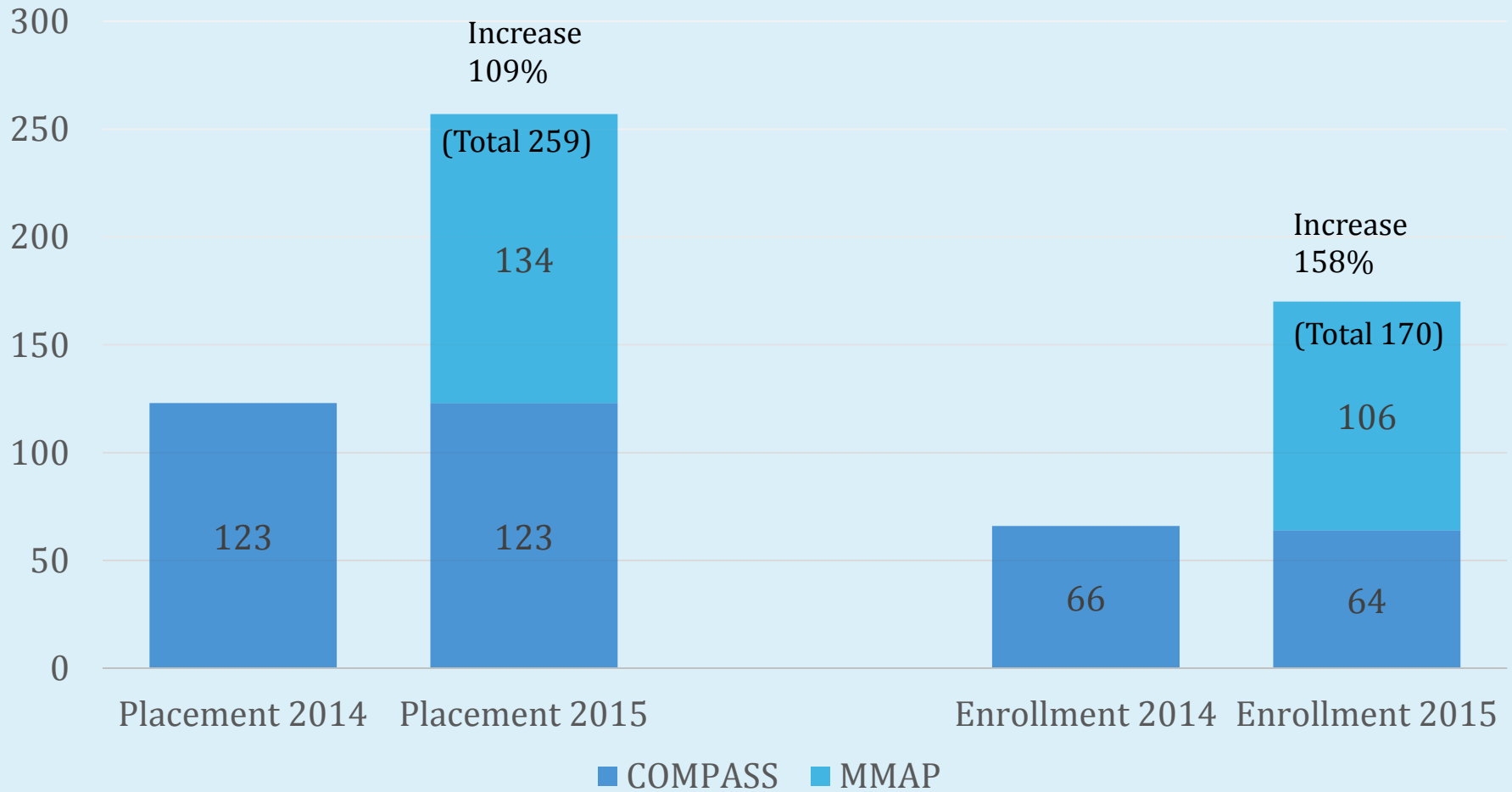
Progression from Placement to Enrollment
English: 2014 vs. 2015

Progression from Placement to Enrollment
Math: 2014 vs. 2015

# of Students

54%

123

2014 College Le

2014: COMPASS

300

250

200

150

100

50

0

# of Students

37%

47%

191

70

245

116

2014 College Level Math

2014: COMPASS

2015 College Level Math

2015: MMAP + COMPASS

■ Placed   ■ Enrolled   —— Progression
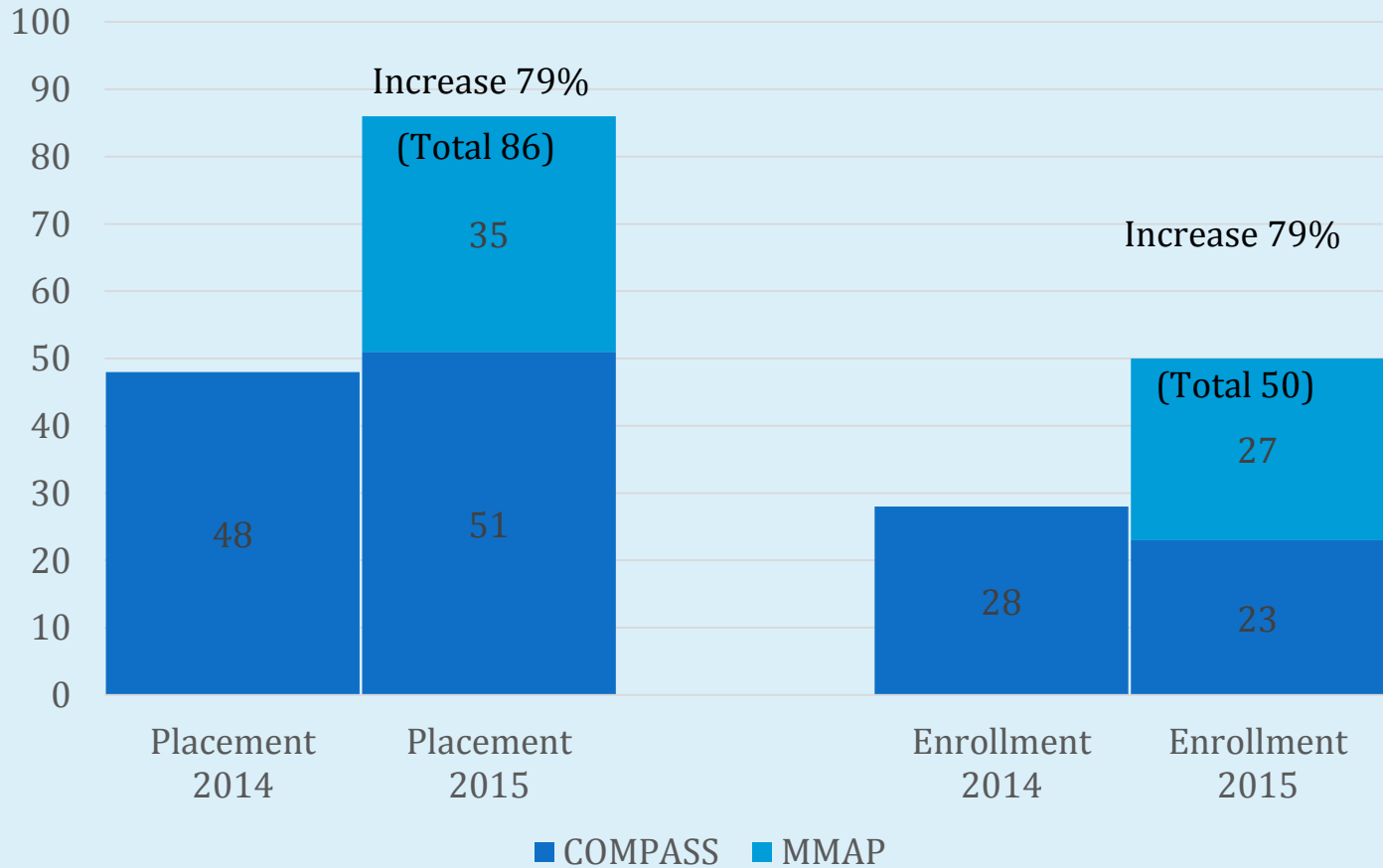
COLLEGE LEVEL **ENGLISH** PLACEMENTS AND ENROLLMENT TOTAL
2014 VS. 2015

College Level English Placements and Enrollment
Hispanic
2014 vs. 2015

Increas...

(Tota...

5...

23

2...

Placement 2014   Place... 20...
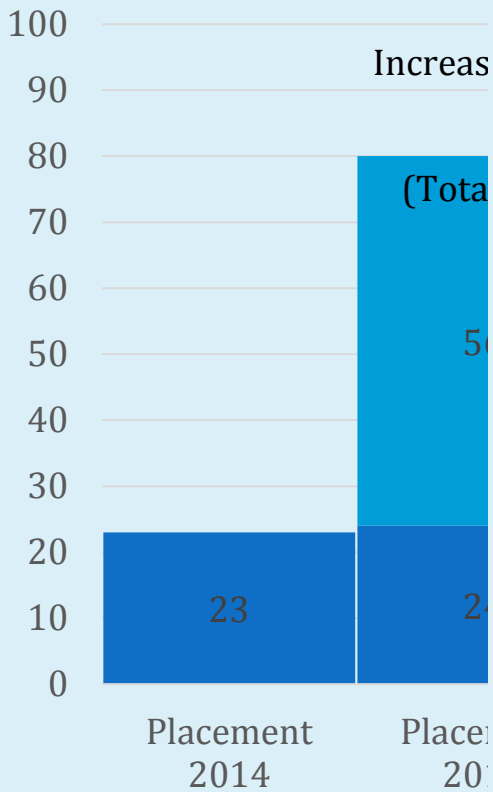
College Level English Placements and Enrollment
White
2014 vs. 2015

Increase 79%

(Total 86)

35

51

48

Increase 79%

(Total 50)

27

28

23

Placement 2014   Placement 2015   Enrollment 2014   Enrollment 2015

■ COMPASS ■ MMAP

College Level **Math** Placements and Enrollment
Total
2014 vs. 2015

College Level Math Placements and Enrollment
Hispanic
2014 vs. 2015

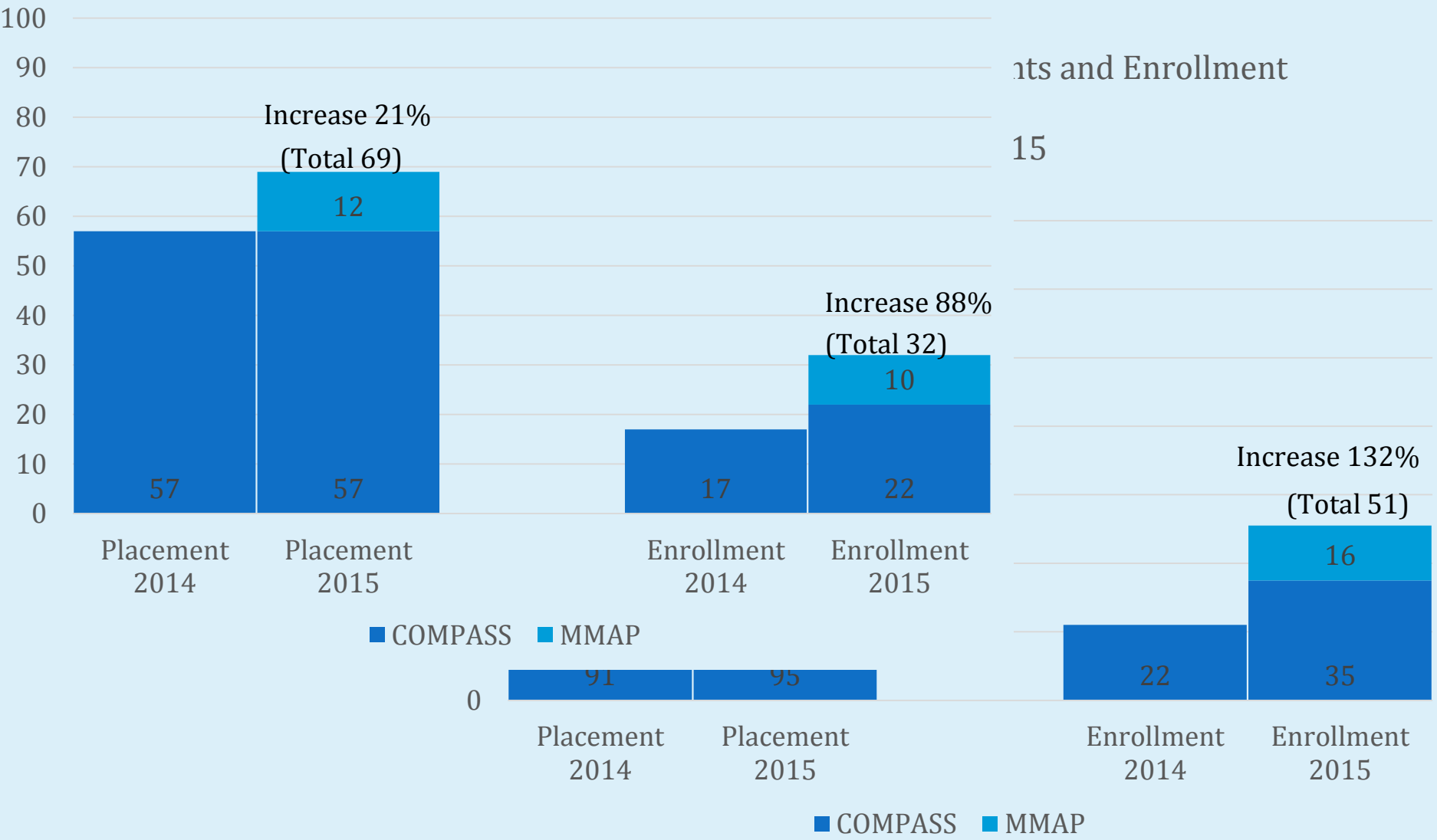Increase 21%
(Total 69)

12

57 | 57

Placement 2014 | Placement 2015

Increase 88%
(Total 32)

10

17 | 22

Enrollment 2014 | Enrollment 2015

■ COMPASS ■ MMAP

nts and Enrollment

15

Increase 132%
(Total 51)

16

22 | 35

Enrollment 2014 | Enrollment 2015

91 | 95

Placement 2014 | Placement 2015

■ COMPASS ■ MMAP
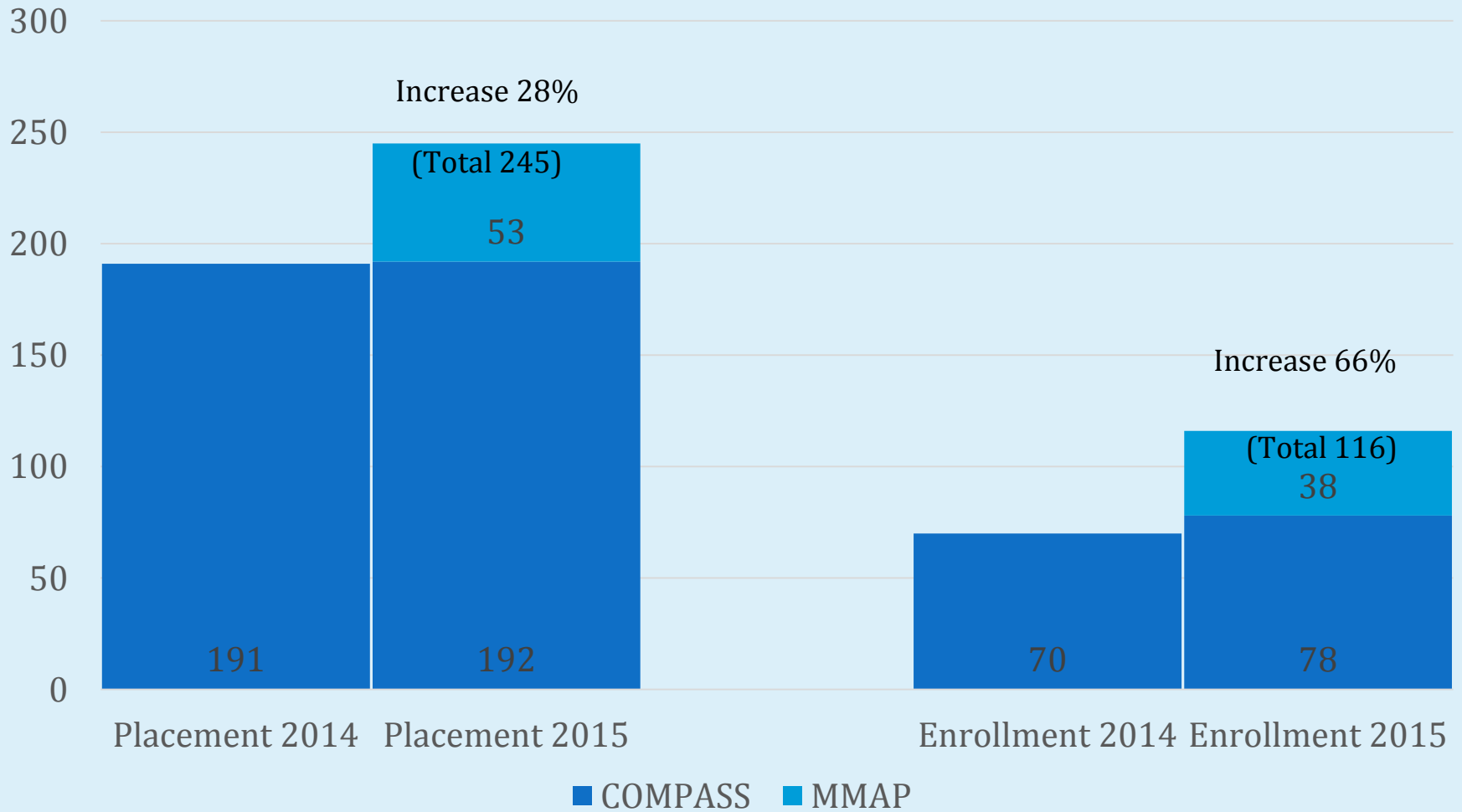
Next Steps

- ❑ Share the MMAP outcomes broadly and collect feedback to refine strategies—Fall 2015

- ❑ Continue pilot in Spring 2016 using the same implementation logistics—November 2015

- ❑ Evaluate course success rates of fall cohorts, and revisit placement rule sets if needed—Spring 2016

- ❑ Study student feedback on placement and enrollment patterns—Spring 2016

Questions