

## **Multiple Measures Assessment Project - FAQs**

*(Questions collected from the pilot colleges via survey. This is a working document which will be expanded as additional questions arise.)*

### **Common Assessment Initiative**

#### ***How is MMAP research related to the Common Assessment Initiative?***

The MMAP research is an extension of the Student Transcript Enhanced Placement Study conducted by the RP Group to evaluate the effectiveness of using high school transcript data to predict students' abilities in passing college-level English and/or math coursework. The research being conducted under the MMAP can be used to support the use of multiple measures along-side the statewide implementation of the new placement test system being built by the Common Assessment Initiative.

#### ***How will results from the MMAP Pilot Colleges be used to inform the Common Assessment Initiative?***

The MMAP will be conducting extensive analyses to identify the most effective measures that can be used to predict student success in community college courses in the math and English sequences. Once such measures have been identified, recommendations will be made to the Multiple Measures Workgroup, a subcommittee of the Common Assessment Initiative Steering Committee for how the findings can be most meaningfully and practically implemented.

### **Data Concerns**

#### ***How are data being analyzed in MMAP research when colleges and K-12 schools have different data coding and reporting practices?***

To the extent possible, the data that are being used are those that reflect common data coding and reporting practices. For data from the community colleges, the Chancellor's Office Management Information Systems (CO-MIS: <http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS.aspx>) data is being used. For K-12, data that K-12 districts are required to report to the California Department of Education for California Longitudinal Pupil Achievement Data System (CALPADS: <http://www.cde.ca.gov/ds/sp/cl/>) are being used wherever possible. For older K-12 data, K-12 districts provide data using a standard format still available for districts that wish to upload legacy data: [http://www.calpassplus.org/MediaLibrary/calpassplus/publicweb/Documents/CalPASSK12DEDV2012\\_1.pdf](http://www.calpassplus.org/MediaLibrary/calpassplus/publicweb/Documents/CalPASSK12DEDV2012_1.pdf)

While there can be occasional gaps in data quality and completeness, the quantity and quality of the remainder of the data provide a comprehensive foundation upon which to powerfully supplement assessment and placement methods built around more typical single method, single incidence standardized assessment. Further, as the project progresses, many of the gaps are closing significantly as additional districts and data sources become available and as reporting irregularities come to light and are repaired.

***How can colleges access feeder high school data to conduct analyses?***

Cal-PASS Plus is developing a statewide data infrastructure to support access to high school transcript data, along with MIS data from the CCCCO, data from the California Department of Education, and data from other testing services (and ultimately data from the new statewide common assessment).

***How reliable/valid are K-12 grades in predicting college course success?***

Analysis has shown that GPA, which accumulates and combines many indicators of student behavior and performance across disciplines, instructors, and time, is the most reliable and valid predictor of student success in college courses, substantially outperforming other predictors of student performance, including standardized testing. Typically, the next most reliable predictor is students' grade in the most recent course in the discipline.

***How will colleges collect noncognitive variables to include in the assessment process?***

The CAI Steering Committee is developing a standard test which will include noncognitive measures to the extent that valid and reliable non-cognitive variables can be identified and assessed. Additional information as collected in CCC Apply will also be examined for its utility in assessment and placement. As they become available, these measures will then be included in the data warehouse and feed into subsequent MMAP models.

***What are the requirements/criteria for a placement approach to considered “multiple measures?”***

Title 5 Section 55522(a): The Chancellor shall establish and update at least annually, a list of approved assessment tests for use in placing students in English, mathematics, or English as a Second Language (ESL) courses and guidelines for their use by community college districts. When using English, mathematics, or ESL assessment for placement, it must be used with one or more other measures to comprise multiple measures.

Title 5 Section 55502(i): Multiple measures are a required component of a district's assessment system and refer to the use of the more than one assessment measure in order to assess the student. Other measures that may comprise multiple measures include, but are not limited to, interviews, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, education and employment histories, and military training and experience.

***What percentage of students in the MMAP pilot colleges have missing information?***

The vast majority of students have valid data for the major high school variables that are being included in the analyses. Where students are missing data for one or more grade levels, averages of the remaining grade levels are used to represent overall high school performance.

To date, only Accuplacer placement scores are available; approximately 35% of students have English Accuplacer scores and 29% have math Accuplacer scores.

**Who can the colleges contact to get additional information about feeder high school data?** To view a list of the participating K-12 data available for each school in a region, visit the Cal-PASS Plus webpage: <https://www.calpassplus.org/calpass/join/members#>

## **Pilot Logistics**

### ***How can results from the MMAP research be implemented at the local level?***

Pilot implementation is determined by the pilot colleges. Since colleges maintain local control over multiple measures and cut scores, each college will need to come to a consensus on their own. However, the research will provide information for discussion and experimentation around multiple measures assessment.

### ***What are some methods for how multiple measures assessment and placement might be implemented?***

There are multiple broad categories or templates that colleges can use in combining traditional assessment tests and multiple measures in assessment:

- 1) Disjunctive (either/or) methods where students are placed using a traditional standardized test as well as provided a separate multiple measures placement and students are placed in the higher placement of the two methods or are given the opportunity to choose their placement
- 2) Compensatory or blended methods where the two methods are combined to produce a single placement for each student. The way the methods are blended can vary: the two methods can be weighted and combined, one method can be used in a supplementary way to adjust the placements of the other method, or one method can be used in an advisory way to help inform the student and college faculty staff to allow for the placement to be adjusted.
- 3) Conjunctive (both/and) methods, as with disjunctive methods, again place students using both the traditional standardized test and a separate multiple measures placement. However, students are placed at the lowest level achieved between the two placement methods.

### ***What are some specific examples of how findings from MMAP research can be implemented at the local level?***

Bakersfield, Sierra College, Rio Hondo, and Long Beach City College (among others) have all implemented multiple measures assessment and placement research at their institutions in a variety of ways. Additional specifics will be added to this answer as soon as possible.

### ***What are some specific examples of how MMAP can be validated at the local level?***

Local replication of MMAP research can be conducted through procedures similar to those that colleges that participated in Student Transcript Enhanced Placement Study (STEPS) went through.

For a summary, please see: <http://www.rpgroup.org/projects/steps> and more detailed information can be found here: <http://www.rpgroup.org/content/participation-instructions>.

***What is expected for the fall 2015 pilot?***

At the very least, pilot colleges should be working to develop the internal capacity for collecting and reviewing data with the goal to assess the potential impact of the use of multiple measures in assessment and placement. Colleges can either use the multiple measures models as a placement tool for a pilot cohort of students or use the models to foster discussions on their campus in an effort to move towards multiple measures assessment. Pilot colleges are expected to engage in dialogue with other pilot colleges, Cal-PASS Plus, and the Common Assessment Initiative about the issues and opportunities created by the piloting process.

By May 2016, the intention is for the work of the pilot colleges to inform the ongoing work to enable all colleges to have access to multiple measures data from an online tool hosted by CalPASS Plus.

***What is the timeline for MMAP implementation for the MMAP pilot colleges?***

Starting in late fall 2014/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.

***What type of support will be provided to pilot colleges for implementing a multiple measures approach?***

The MMAP team will be providing background information and a solid research foundation for the understanding and developing the use of multiple measures in assessment and placement. Additional support from the MMAP team and CalPASS Plus will be available to the pilot college's local institutional research office and the multiple measures implementation teams.

***Who will be responsible for conducting validation studies at the college?***

The individuals responsible for validating the studies at the Colleges will vary depending on the type of validation being established.

In most cases, faculty in the target content areas will need to be involved in the process as well as individuals at the college's institutional research office to provide support in collecting, analyzing, and interpreting test and course outcome data.