Multiple Measures Assessment Project (MMAP)
Spring 2018 Implementation Survey Results

Introduction

The survey was sent to 97 California Community Colleges (CCC), a mix of official and unofficial (colleges that are using the models but have not signed the data sharing agreement) pilot colleges, in March 2018. The administration resulted in 79 responses for a response rate of 81%. The purpose of the survey was to collect information regarding where colleges are at in their process of implementing MMAP, the scale of the implementation, how MMAP is being applied (using the statewide models or modifications), and how colleges are preparing for AB 705 implementation. The results of the survey will be used to inform the next phase of the project including tailored support for colleges as they transition from MMAP to implementation of the state Chancellor's Office AB 705 guidelines.

Highlights

- 91% (72 of 79) of colleges who responded to the survey implemented a multiple measures approach using high school transcript data.
- 71% (67 of 94) of colleges who are using high school transcript data are using the statewide rule sets without modifications in English, math, ESL and Reading.
- Over 80% (87 of 105) of colleges are using a disjunctive model for English, Math, ESL and Reading.
- Approximately 87% (54 of 62) of colleges have begun to adapt their assessment and placement systems to meet AB 705 requirements.
- Four colleges indicated they are using self-guided placement.
- About half of respondents are using self-reported high school transcript data collected locally, about 40% are using self-reported transcript data collected via CCCApply, and over a quarter are using CalPass Plus data, while around 20% require students to bring in their official transcripts.

Implementation of Multiple Measures

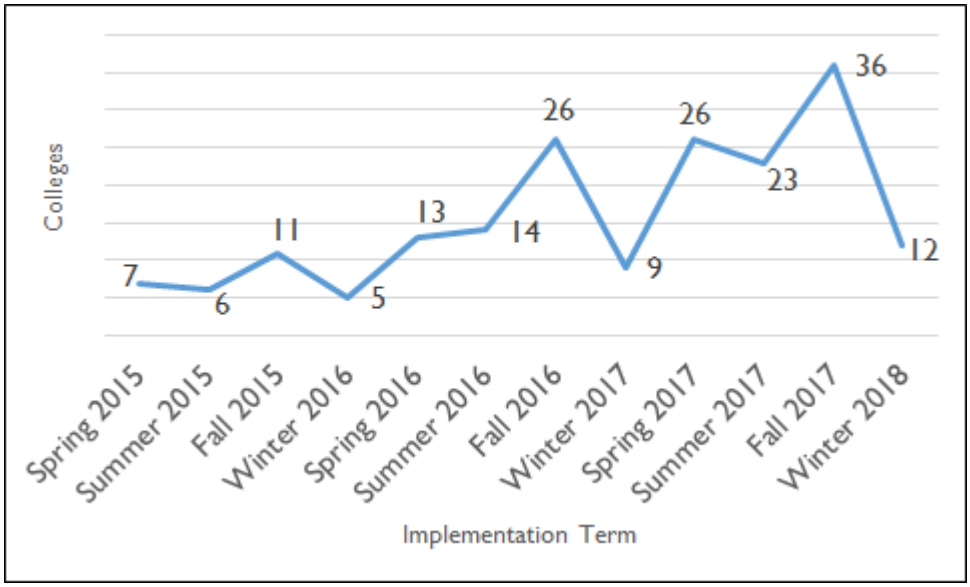
Below are highlights from a selection of questions included in the survey.

Colleges were asked to report where they are in the process (and could select all that applied)

Of the 79 colleges that responded:

- 15 have implemented a multiple measures approach and have collected and analyzed the results to determine throughput rates for students starting in basic skills and successfully completing the transfer-level course.
- 32 have implemented a multiple measures approach and have collected and analyzed the results to determine success rates in the course which placed.
- 40 have implemented a multiple measures approach and are in the process of analyzing the results.
- 20 have developed a research plan to validate their multiple measures approach.
- 14 have evaluated their multiple measures approach and made changes based on the findings.
- 24 have the processes in place to start placing students.

Academic terms that multiple measures assessment was implemented (select all that apply):



- Implementation of multiple measures was greatest starting in the fall 2016 followed by spring 2017 and fall 2017.

Estimated number of students eligible for high school transcript-based multiple measures between spring 2015 and winter 2018:

Number of Students (X)	Total Colleges (Y)	Estimated total of students who received multiple measures placement in each categories (XY)
Less than 200 students	65	> 13,000
201 to 500 students	29	5,829 to 14,500
501 to 1,000 students	28	14,028 to 28,000
1,001 to 2,000 students	19	19,019 to 38,000
Over 2,000 students	47	Over 94,000

Estimated total is sum of students over 12 terms.

- Respondents were asked to report which terms students were placed and how many students were eligible to receive a high school transcript-based placement.
    - The majority of respondents implemented MMAP with a small cohort of 200 students or less.
    - A quarter of respondents implemented MMAP with over 2,000 students in their cohort.
- When combined, between spring 2015 and winter 2018, up to 185,000 students may have been eligible for a multiple measures placement.

Method of Assessment

What type of model was implemented?

Approximately 71% of colleges (67 of 94) who are using high school transcript data are using the statewide rule sets without modifications in English, math, ESL and Reading.

- English
    - 32% (25 of 41) of colleges are using the unmodified MMAP rule sets
    - 14% (11) are using modified MMAP rule sets
    - 6% (5) are using a locally created rule.
- Math
    - 28% (22 of 39) of colleges are using the unmodified MMAP rule set
    - 16% (13) are using modified MMAP rule sets
    - 5% (4) are using a locally created rule.
- ESL
    - 8% (6 of 23) of colleges are using the unmodified MMAP rule set
    - 1% (1) are using modified MMAP rule sets
    - 3% (2) are using a locally created rule
    - 18% (14) are using a multiple measures approach that does not use high school transcript data
    - 23% (18) are not using multiple measures for ESL.

- Reading
    - 18% (14 of 19) of colleges are using the unmodified MMAP rule set
    - 1% (1) are using modified MMAP rule sets
    - 1% (1) are using a locally created rule
    - 2% (3) are using a multiple measures approach that does not use high school transcript data
    - 8% (6) are not using multiple measures for Reading but have a Reading program.

How multiple measures was applied (select all that apply):

	English		Math		ESL		Reading	
Disjunctively (higher of the two)	34	83%	33	85%	8	89%	12	75%
Compensatory I (e.g., adjusting upwards from the assessment test-based placement)	3	7%	2	5%	3	33%	1	6%
Compensatory II (e.g., some combination of the two allowing lower performance on some measures to be offset by higher performance on other measures)	1	2%	2	5%	0	0%	0	0%
Conjunctively (e.g., students have to meet a certain minimum threshold in more than one measure)	3	7%	2	5%	1	11%	2	13%

English = 41 colleges, Math = 39, ESL = 9 Reading = 16

- Over 80% (87 of 105) of colleges are using a disjunctive model for English, Math, ESL and Reading.

Data Acquisition

Data source used (select all that apply):

	English		Math		ESL		Reading	
CalPass Plus	11	27%	11	28%	2	22%	7	44%
Self-reported high school transcript data collected through the CCCApply application	15	37%	15	38%	3	33%	6	38%
Self-reported high school transcript data collected through a locally created process	20	49%	18	46%	7	78%	5	31%
Students are required to bring in their transcripts	11	27%	12	31%	3	33%	3	19%
Local data sharing agreement/relationship with a high school	8	20%	8	21%	1	11%	2	13%

English = 41 colleges, Math = 39, ESL = 9 Reading = 16

- About half of respondents are using self-reported high school transcript data collected locally, about 40% are using self-reported transcript data collected via CCCApply, and over a quarter are using CalPass Plus data, while around 20% require students to bring in their official transcripts.

AB 705 Compliance

Types of actions or plans colleges have already put into place to meet AB 705 requirements:

- Developed or implemented placement models based on high school data (19 colleges)
- Planning or implementing changes to basic skills curriculum or sequences (16)
- Developing corequisite models for transfer-level courses (13)
- Communication on implementing multiple measures between departments/faculty/counselors and outreach (11)
- Formed a workgroup (8)
- Analyzing multiple measures data or assessing pilot data (8)
- Working on automation of high school data collection (8)
- Began collecting high school data (6)
- Provided professional development to faculty (5)
- Began piloting multiple measures (3)
- Offering non-credit assessment preparation courses during the summer (2)

Reported assistance or resources that would help colleges adapt to AB 705:

- Clearly stated language that better defines data requirements, term/quarter time frames, courses below transfer-level, ESL exceptions/clarification, students who have been out of high school for over 10 years, and placement of international students (19 colleges)

- Professional development (webinars, workshops, or additional training) and networking opportunities with other colleges (16)
- Assistance with automation and data acquisition (7)
- Access to K-12 data (CalPass Plus) (6)
- A template or checklist to help meet requirements (4)
- An approved assessment test (2)

Other initiatives, programs, or other efforts in place in addition to multiple measures assessment:

- Guided Pathways (44 colleges)
- Corequisite courses (42)
- Accelerated courses (44)
- Special support services (27)
- Supplemental instruction (34)
- Summer Bridge (28)
- Non-credit courses or corequisites (30)
- Late start or compressed courses (21)

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