Common Assessment/Multiple Measures Steering Committee Notes

February 28, 2018

Attendees: Barbara Dahlke, Erika Flores, Erick Aragon, Kristin Skager, Clara Lam, Amy Leonard, Ola Sabawi, Mallory Newell, Jim Mailhot, Karen Chow, Pati Carobus, Thomas Ray, Melissa Aguilar, Jerry Rosenberg, Patty Guitron, Casie Wheat

1. [January 31, 2018](#) meeting notes approved by consensus.

2. Casie Wheat re-presented the EAP, SAT, ACT for English and Math Placement Test Exemption Proposal to the Math, English and Reading Departments for consideration. The English, Reading and Math Department Chairs requested that Casie follow up via email so that the proposal could be forwarded for department consideration. Casie requested a response to the proposal by March 30, 2018. Jerry Rosenberg noted that the Math Department may have different course placements for EAP, SAT and ACT scores due to the anticipated math course sequence changes following AB 705 mandate. Casie reminded the committee that the TOEFL Study was ongoing. Thomas Ray inquired about the use of International Baccalaureate (IB) and International English Language Testing System (IELTS) for English placement.

3. Mallory Newell presented the Math Multiple Measures Assessment Program (MMAP) Pilot Results. [See pilot results summary sheet attached.] Mallory stated that the full pilot results report was listed on the Institutional Research [webpage](#). Questions about pilot student success rates and their association with student cohort program membership were raised. Assessment would continue to place students with the math MMAP pilot rules and Institutional Research would continue to track student success rates. Next steps for the Math Department included the consideration of extending the use of [MMAP decision rules up to Calculus 1A](#).

   When discussing the logistics of the pilot, Outreach Counselor Erick Aragon expressed concern for the way students viewed assessment results on MyPortal. Erick shared that because students were now earning two assessment results – one earned from the placement test and one earned from the high school transcript assessment – they were confused as to which course(s) they should register for. Given that Math, English and Reading are currently piloting a high school transcript assessment program, students could see more than six course placement results listed on the MyPortal assessment results page. In addition, should a student retest in a subject, the number of result line items would increase. Casie said that she would follow up with each department chair with a screenshot of what a student saw when they looked at their MyPortal assessment results page. In addition, Casie would ask the departments to consider granting the Assessment Center permission to display only the highest assessment result earned by the student on the MyPortal assessment results page.

4. Casie presented the proposal of the state recommended [MMAP Decisions Rules for ESL Placement](#). ESL faculty Clara Lam asked if the ESL Department was required to adopt the proposed decision rules. Casie responded that, per Title V, decision rules for assessment/placement fell under discipline faculty purview. Thus, ESL faculty had the right to define high school transcript assessment rule sets for ESL placement. However per AB 705 mandate, the college would be required to adopt high school transcript data (GPA, coursework taken, grades earned) for ESL placement as a *primary measure* by Fall 2019. Casie strongly recommended that the ESL Department consider piloting high school transcript (HST) assessment for ESL placement with the state rules, or develop local high school GPA and coursework rules, so that the college would be prepared with an HST assessment program before the AB 705 mandated adoption deadline. Furthermore, a pilot HST assessment program would allow the ESL department to collect valuable high school data on our current students. This pilot data collection and

analysis could help to inform the development of future decision rule sets. Casie requested a response to the proposal by March 30, 2018.

5. Karen did not have an AB 705 update at this meeting. However, the new CCCCO Assessment website was now public.

Multiple Measures Assessment Results - Fall 2017 - Math Department

In fall 2017 the De Anza math department piloted the use of high school transcript data as a multiple measure for placement. The high school transcript model was applied to students assessed at their high school between March-May 2017 and to students who took a placement test and had a high school transcript available in CalPass Plus or submitted a high school transcript to De Anza between February 23 and October 6, 2017. 766 students were assessed using multiple measures at their high school (Outreach), and 982 students tested at De Anza and had a transcript available for assessment (All Other MM). The full report is available here.

Table 1. Student Placement Levels – Multiple Measures vs. Test

Outreach MM Students

MM Score vs. Test Score	Count	%
MM Score = Test Score	286	37%
MM Score > Test Score	306	40%
MM Score < Test Score	174	23%
Total	766	100%

All Other MM Students

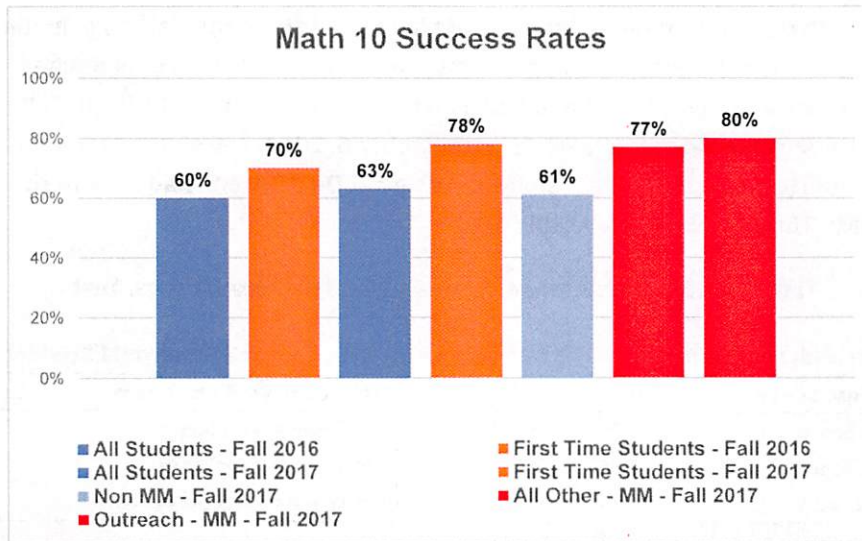| MM Score vs. Test Score	Count	%
MM Score = Test Score	242	25%
MM Score > Test Score	481	49%
MM Score < Test Score	259	26%
Total	982	100%

- Of the students assessed by Outreach, 37% resulted in their test score being equal to their placement with high school transcripts. 40% the transcript placed them higher and 23% the transcript placed them lower. Compared to students who tested at De Anza, 25% the test and transcript aligned, 49% placed higher with their transcript, and 26% placed lower.

Table 2. Rate of Placement into Each Level by Ethnicity – Multiple Measures vs. Test

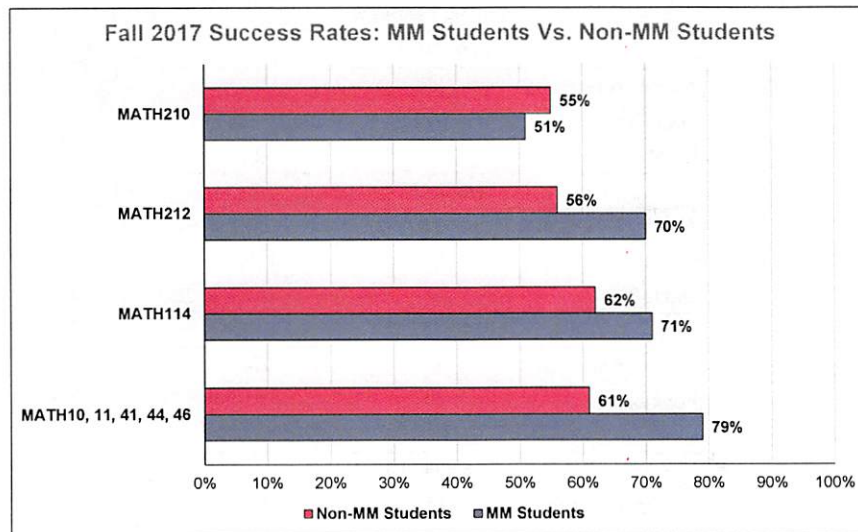|	Placement Via Multiple Measures	Placement Via
MATH10		
African American	1%	3%
Filipino/a	14%	14%
Latino/a	17%	12%
MATH114		
African American	5%	2%
Filipino/a	7%	11%
Latino/a	35%	20%
MATH212		
African American	2%	2%
Filipino/a	7%	11%
Latino/a	43%	46%
MATH210		
African American	1%	1%
Filipino/a	8%	6%
Latino/a	58%	61%

- Multiple measures assessment for students in the Outreach group had the most impact on Latino/a students.
  - Fewer Latino/a students were placed into the lowest level, MATH210 via multiple measures than the test, 58% compared to 61%. This was also the case for MATH212, 43% compared to 46%
  - More Latino/a students were placed into MATH114 by multiple measures than the test, 35% compared to 20%. This was also the case for MATH10, 17% compared to 12%.

Table 3. MATH10 Success Rates

Math 10 Success Rates

- All Students - Fall 2016
- All Students - Fall 2017
- Non MM - Fall 2017
- Outreach - MM - Fall 2017
- First Time Students - Fall 2016
- First Time Students - Fall 2017
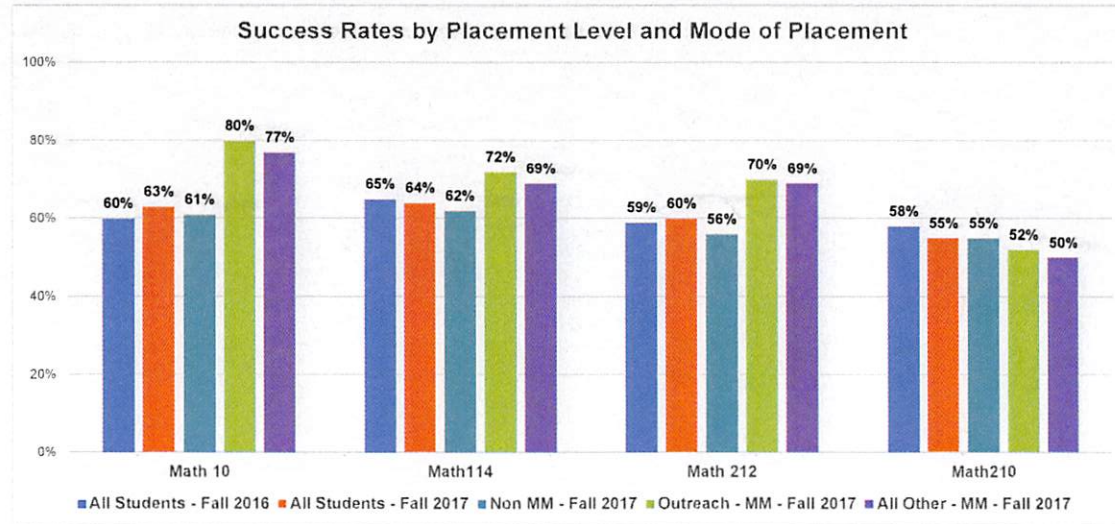- All Other - MM - Fall 2017

- All students enrolled in MATH10 in fall 2016 exhibited a success rate of 60%, compared to 63% the following term when multiple measures assessment was used.
  - This is compared to a success rate of 61% for students in fall 2017 who were not placed by multiple measures.
  - The students placed by multiple measures in fall 2017 exhibited success rates well above all other students and similar to or higher than first time students.

Table 4. Success Rates by Level of Multiple Measures and Non Multiple Measures Students

Fall 2017 Success Rates: MM Students Vs. Non-MM Students

- Non-MM Students
- MM Students

- Overall, success rates in fall 2017 for students placed via multiple measures (796) was higher than students who were placed without multiple measures (3,883), with the exception of MATH210.

Table 5. Success Rates by Placement Level and Mode of Placement

Success Rates by Placement Level and Mode of Placement

Legend: All Students - Fall 2016 | All Students - Fall 2017 | Non MM - Fall 2017 | Outreach - MM - Fall 2017 | All Other - MM - Fall 2017

Math 10: 60%, 63%, 61%, 80%, 77%
Math114: 65%, 64%, 62%, 72%, 69%
Math 212: 59%, 60%, 56%, 70%, 69%
Math210: 58%, 55%, 55%, 52%, 50%

- Success rates in fall 2017 with multiple measures assessment compared to fall 2016 without multiple measures assessment were very similar or slightly higher, which is the intent of the multiple measures models, to maintain current success rates in each level while increasing the rate at which student have access to higher level courses.
- Success rates for students who were placed without multiple measures in all courses, excluding MATH210, were significantly lower than students placed with multiple measures, between 14 and 10 percentage points.

Table 6. Persistence Rates of All Students in Fall 2017

| | Fall 2017 | | | | | | | | | | Fall 2016 | | |
| | Outreach | | | Other - MM | | | Non MM | | | | F16 | | |
	F17	W18	Persistence	F17	W18	Persistence	F17	W18	Persistence	Average	F16	W17	Persistence
MATH114 - MATH10	92	46	50%	84	38	45%	898	308	34%	43%	1,224	432	35%
MATH212 - MATH114	157	96	61%	140	72	51%	909	373	41%	51%	1,304	572	44%
MATH210 - MATH114	58	21	36%	42	17	40%	455	173	38%	38%	607	260	43%

Note: MATH10 includes 11, 41, 44, 46

- The average persistence rate from fall 2017 to winter 2018 with multiple measures in place from MATH114 to MATH10 (or equivalent) was 43% compared to 35% the fall prior without multiple measures in place.
  - MATH212 to MATH114 was 51% compare to 44%
  - MATH210 to MATH114 was 38% compared to 43%

3