

## Multiple Measures Meeting Minutes

### 1.8.16\_DRAFT

**Attendees:** Christina Espinosa-Pieb, ~~Stephen Fletcher~~, Rob Mieso, Jerry Rosenberg, Rene Anderson, Karen Chow, Mayra Cruz, Mallory Newell, Lisa Ly, Thomas Ray, Veronica Avila, Anne Argyriou, James Mailhot, ~~Mehrdad Khosravi~~, Sheila White-Daniels, Tamica Ward, Susan Yous, Kristin Skager

**Minutes:** The committee first discussed the notes from the previous meeting on 12.4.15. This included a review of the following items: Academic Senate and this committee will work jointly on the multiple measures process to place all students for spring 2016. Final decisions need to be made by mid-February. For students who do not have high school transcript data available through Cal-PASS Plus or cannot bring in their transcripts, we will use ACCUPLACER only and not the rules sets for English, Math, and Reading, we will also continue to use the English essay. The committee decided that we would like to collect self-reported high school GPA and English and math courses completed as part of the pilot. The committee talked about adding the questions to the CCCApply application or as part of the assessment process when they register.

There was discussion of how the multiple measures project fits into the Common Assessment Initiative (CAI). It was discussed how the multiple measures assessment project (MMAP) is a subproject of the CAI. To meet the requirements of AB 743, the state has been charged with “developing a common assessment system to be used as one of the multiple measures for the purposes of community college placement and advisement.” CAI and MMAP each support the creation of a Common Assessment System for California Community Colleges, including the selection of a content assessment instrument, research and modeling on multiple measures of assessment, and the creation of a data warehouse that enables the use of multiple measures in assessment and placement decisions. The CAI will be pilot in spring 2016 by 14 colleges, including De Anza, then available to all colleges for placement in fall 2017. The multiple measures project is being piloted at 38 community colleges this year and will be available to all colleges in fall 2017 along with the CAI test. Additional information about the initiatives can be accessed here: [http://www.rpgroup.org/system/files/Student\\_Placement\\_Initiatives\\_12.2.14.pdf](http://www.rpgroup.org/system/files/Student_Placement_Initiatives_12.2.14.pdf).

The committee then reviewed data from the Research Office pertaining to placement into basic skills level courses (<http://deanza.edu/ir/deanza-research-projects/2015-16/MMAP%20Memo%20for%20Placement.pdf>). The data showed that of all first time students over the past 3 fall terms, over 73% of students took a Math, English or Reading placement test. On average, 66% of first time students who take an English test place into an English basic skills course. For Reading, the average rate is 65% placing into basic skills Reading, and for Math, 56% of students who take a math placement test place into basic skills Math. Of the first time students who place into a basic skills English course, on average, 63% enroll in the course in which they were placed in the fall term. For Reading, 43% of students who place into basic skills Reading enroll in the course in the fall term. For Math, 78% of students enroll in the basic skills course in which they place.

The group then continued the discussion that was raised at the last meeting of whether students should be allowed to self-place into a lower level than placed via ACCUPLACER. Currently, if a student is placed one level below college level, for example, and they would like to enroll at two levels below, they are

not able to without a waiver. The group discussed allowing students this option, especially with the multiple measures placement process, so a student can select to enroll in a lower level than placed either from the test or with multiple measures if they feel they are not prepared. A decision was not made at this point and will be discussed further.

The Math representative reported that the department discussed the rule set at their last meeting and is leaning towards piloting the statewide rule set. The representative wanted to ensure that data will be shared throughout the process so that changes can be made as quickly as possible. The department also liked the idea of allowing students to self-place into a lower level than placed if they choose. The math department will meet in February to discuss further, and the Research Office will attend the meeting to make a presentation and answer questions.

The EWRT representatives then shared that there has been no broad discussion of multiple measures with the department at this time, but the information has been shared with some individuals in the department who had concerns about the GPA cut off of 2.6 to place into EWRT1A. They also agreed with the math department that it was important to allow students to self-place into a lower level than placed via ACCUPLACER or multiple measures if they so choose. They also stressed the need for research throughout the process in order to make changes to the GPA cut off as needed. The EWRT department will discuss the rule set at their meeting on January 19 and the Research Office will attend to make a presentation and answer questions.

The Reading representatives then shared their concerns. Since the Reading rule set is not yet available, they wanted to wait until the end of January when the rule set is available to make any final decisions. In the absence of a rule set by our mid-February deadline it was suggested that students with a Reading AND EWRT placement be placed at the same level in both subjects, based on the rule sets. For example, if a student places using ACCUPLACER into Reading200 and EWRT200, but the rule sets show they can enroll in EWRT211, the student would be placed into EWRT211 AND READ211. Another example at transfer-level is, if a student places into EWRT1A based on the rule set and or the ACCUPLACER test, but also have a Reading placement from the test, then they will be placed into EWRT1A AND Reading80. The department will discuss the process further and report out at the next meeting.

Communication with students on their placements was then discussed. The notification that students receive will need to clearly walk students through their ACCUPLACER placement as well as their multiple measures placement so they understand the process and how they were placed. Counseling will also need to be involved in this process as students will likely need assistance. The Counseling department will assign a counselor to work with these students and will send a counselor to the next meeting.

The Admissions and Records Office and the Research Office will meet this month to discuss the logistics that need to be in place to assess students using their high school transcript data from Cal-PASS and to set up a process to collect self-reported transcript data.

The next meeting will be on Friday, January 29 from 11-2 p.m.