Multiple Measures Assessment Project (MMAP) Update

Fall 2016

MMAP Protocol

- Established a districtwide MMAP Work Group in Fall 2014:
    1. Discussed the concept, and adoption of MMAP model
    2. Reviewed the retrospective analysis, and validated rule sets
    3. Provided input for piloting MMAP
    4. Drafted an Assessment Plan that includes initial implementation strategies
    5. Continually share knowledge and inform campus constituents of MMAP & CAI

- The MMAP Work Group included credit colleges English/math faculty, counselors, campus-based researchers, and District researchers.

- SDCCD IRP conducted retrospective analyses in Spring 2015 using SDCCD student data to test the local predictive validity of the MMAP model.

- Worked with CalPASS to implement the pilot in Fall 2015. Students that were identified as eligible to be 'bumped' to transfer level English and/or math were contacted via email prior to Fall 2015 registration.

- MMAP was fully implemented Spring 2016.

MMAP IMPLEMENTATION

Transfer Level Placement & Enrollments

Fall 2015 Cohort

|	Accuplacer Placement	MMAP Placement	Total	Percent Difference	MMAP Cohort Enrollment
Math	261	377	638	144%	112 (30%)
English	227	319	546	140%	116 (36%)

The MMAP pilot cohort consists of students who applied, may not have registered, between Jan. 2015 and June 2015 and took the Accuplacer test. Approximately 941 students are in this cohort.

MMAP Student Survey

- Conducted online in Fall 2015
- Participants were students who were eligible to enroll in transfer level math or English (MMAP bumped) but who did not enroll
- Initial email invitation and two email reminders were sent
- Total of 80 (30%) students responded to the math survey and 66 (32%) students responded to the English survey
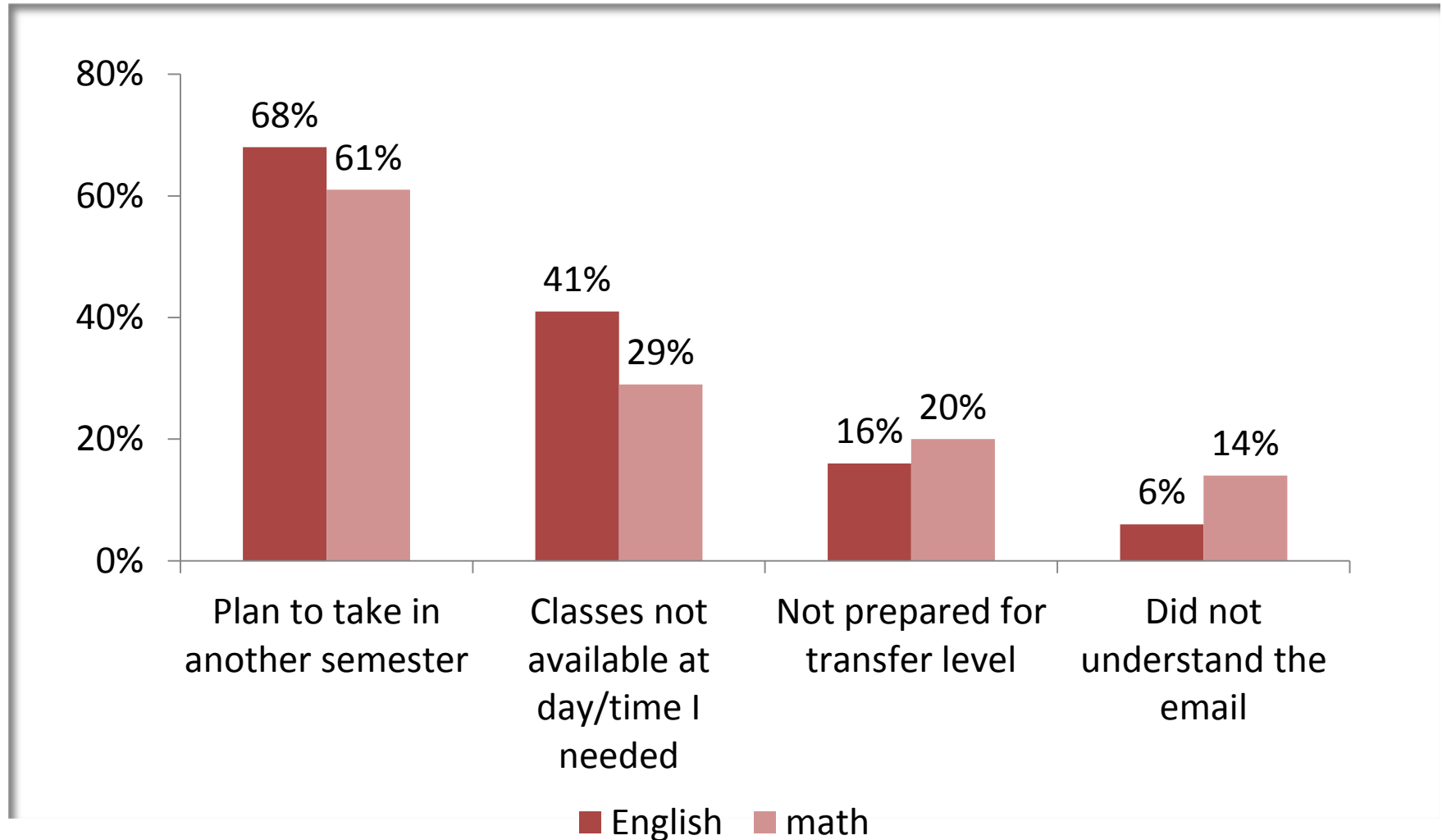
After you received the email, did you discuss your options with any of the following people?
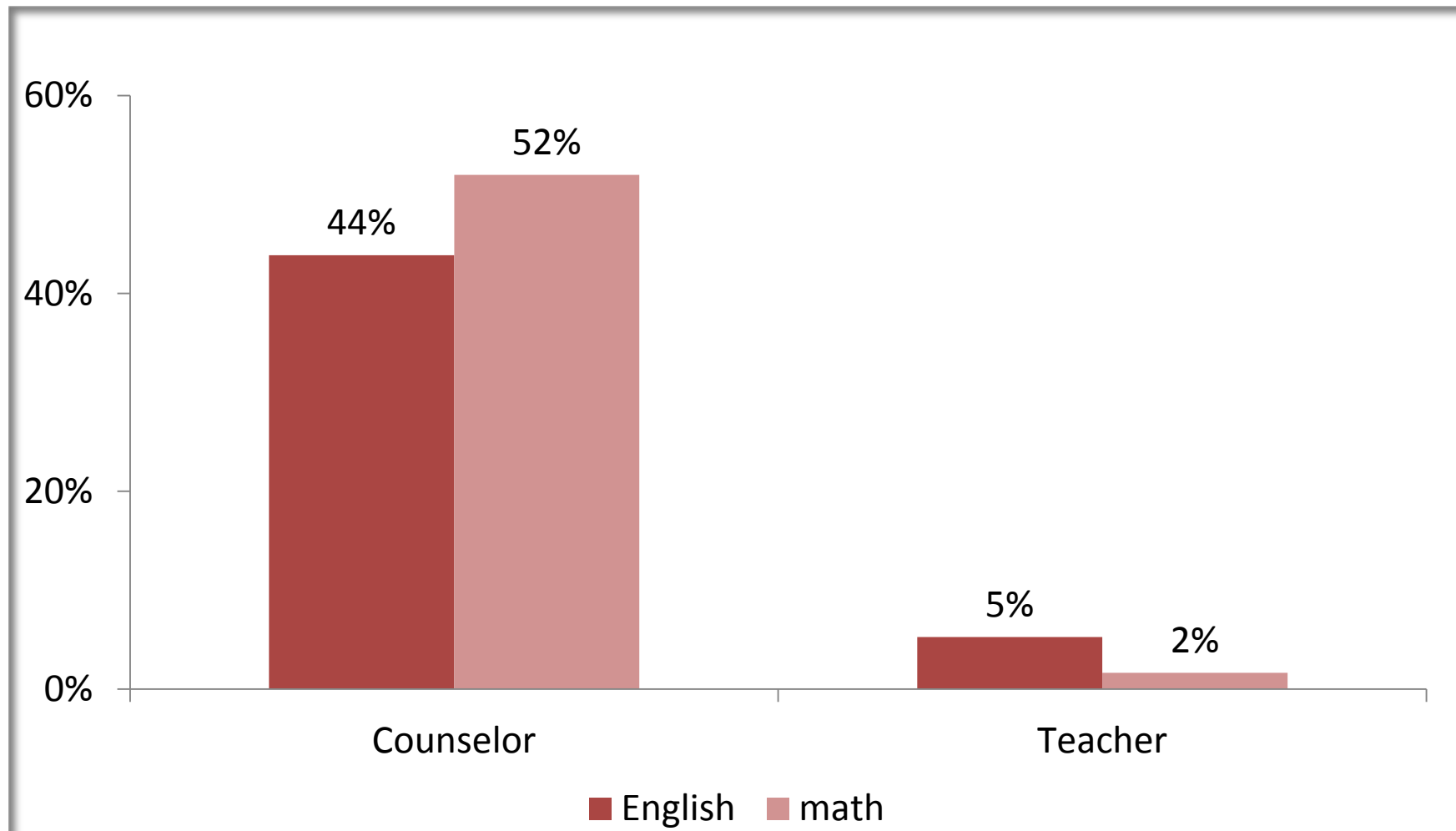
Reason(s) you did not enroll in a transfer level English/math class

Transfer Level Fall and Spring Enrollment

Fall 2015 Cohort

	Cohort	Enrolled Fall 15	Enrolled Spring 16	Total Enrolled
Math	377	112 (30%)	60 (16%)	172 (46%)
English	319	116 (36%)	92 (29%)	208 (65%)

Transfer Level Placement & Enrollments

Fall 2016 Cohort

	Accuplacer Placement	MMAP Placement	Total	Percent Difference	MMAP Cohort Enrollment
Math	438	219	657	50%	80 (37%)
English	469	373	842	80%	206 (55%)

The MMAP cohort consists of students who applied and took the Accuplacer test, but may not have registered .

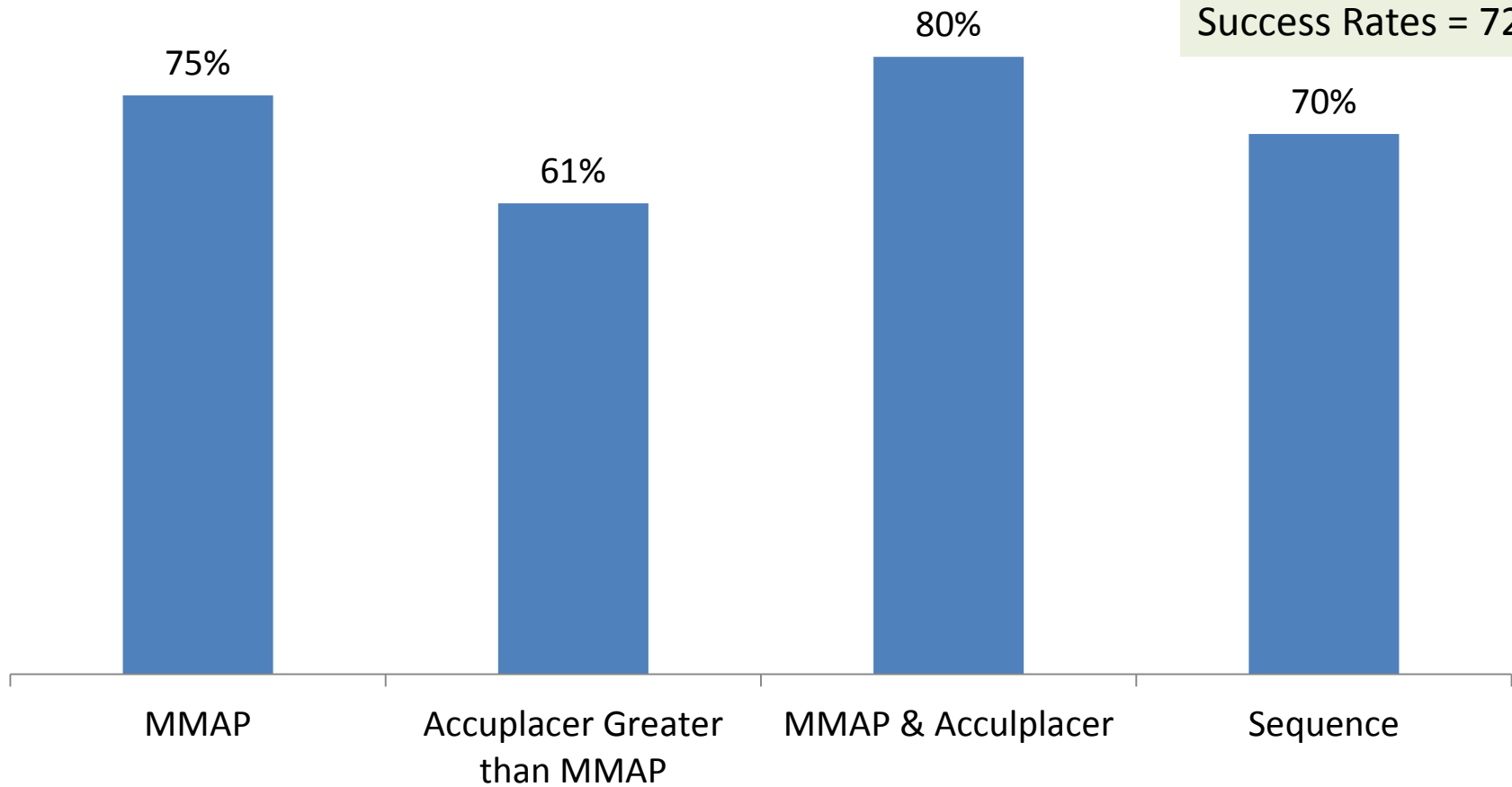# 2015/16 MMAP OUTCOMES

Transfer Level Placement & Enrollments

Fall 2015 and Spring 2016 Cohorts

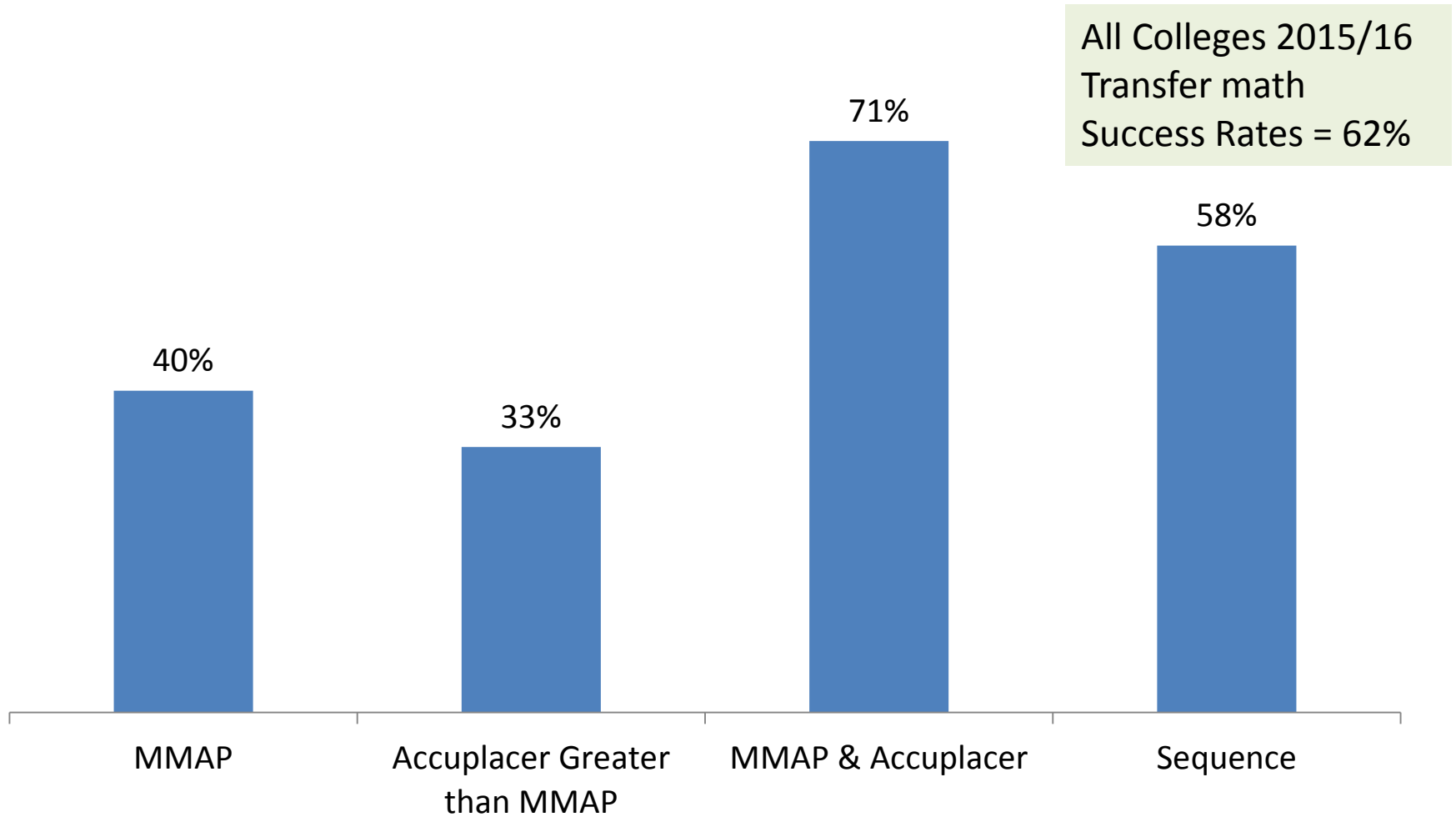|	Accuplacer Placement	MMAP Placement	Total	Percent Difference	MMAP Cohort Enrollment
Math	388	388	776	100%	172
English	421	352	773	84%	220

The MMAP cohort consists of students who applied and took the Accuplacer test, but may not have registered .

2015/16 English Transfer Level Success Rates

All Colleges 2015/16 Transfer English Success Rates = 72%

75% — MMAP

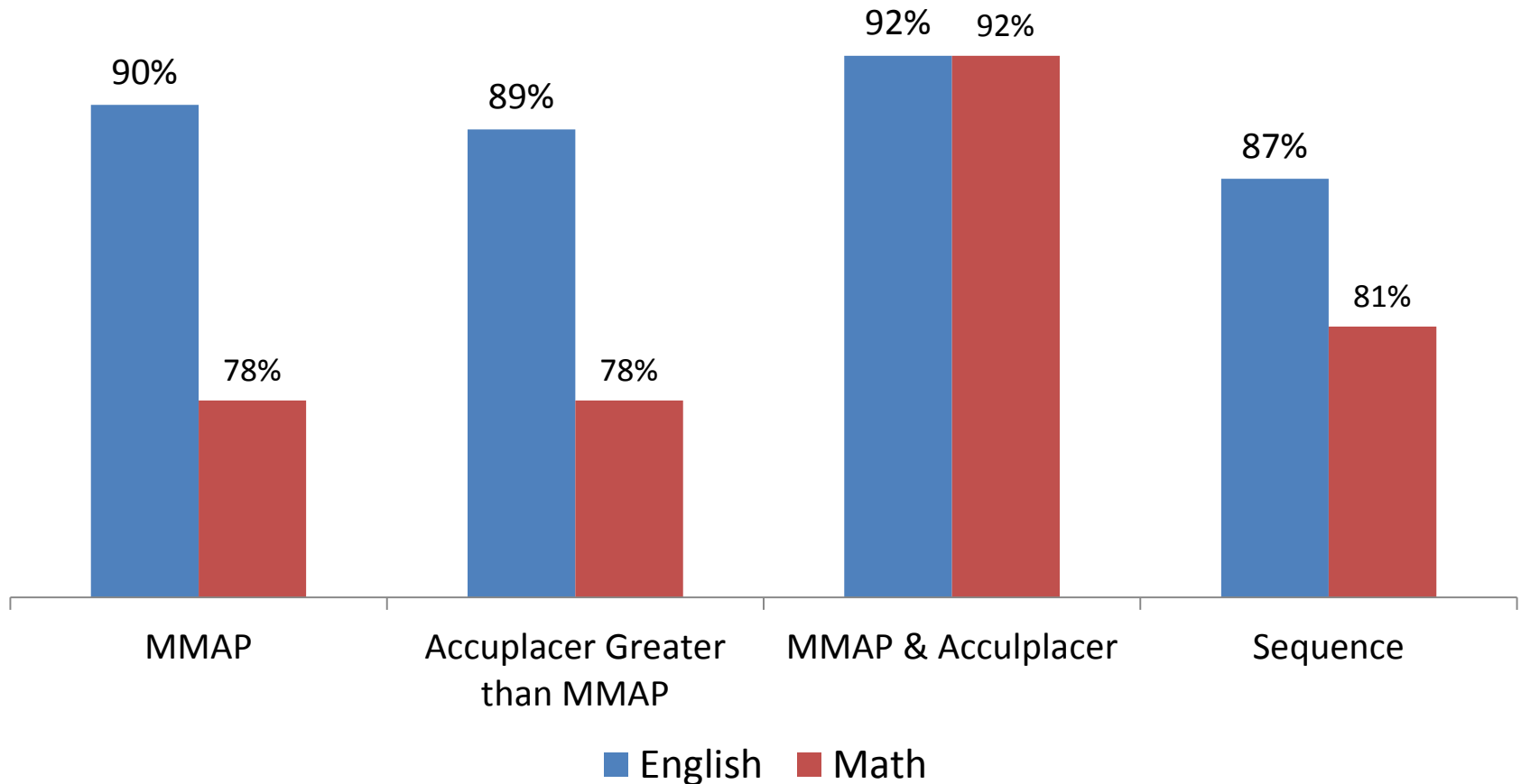61% — Accuplacer Greater than MMAP

80% — MMAP & Accuplacer

70% — Sequence

2015/16 Math Transfer Level Success Rates

All Colleges 2015/16 Transfer math Success Rates = 62%

71%

58%

40%

33%

MMAP | Accuplacer Greater than MMAP | MMAP & Accuplacer | Sequence

2015/16 Retention Rates

All Colleges 2015/16 Transfer
English Retention Rates = 86%
Math Retention Rates = 82%

	MMAP	Accuplacer Greater than MMAP	MMAP & Acculplacer	Sequence
English	90%	89%	92%	87%
Math	78%	78%	92%	81%

■ English ■ Math

Next Steps

Figure 1. CCCAssess Implementation Guidelines

Step 1: Form Team

Step 2: Analyze Current Resources

Step 3: Apply for Funding

Step 4: Compare Course Outlines to Competencies

Step 5: Get Trained

Step 6: Leverage Data

Step 7: Prepare for Transition

Step 8: Reach Out

Step 9: Plan your Launch

Step 10: Start Assessing

Step 11: Debrief CCCAssess Implementation

Source: CCC Common Assessment Initiative

SDCCD MMAP Information

- For additional MMAP information: http://research.sdccd.edu/Research-Reports/assessment.cfm

IRP

http://research.sdccd.edu/pages/1.asp