

De Anza College – Multiple Measures Evaluation Matrix (as of January 15, 2016)

This document provides a summary of data points the Office of Institutional Research will track for students in the multiple measures pilot program in spring 2016. These data points include baseline data, assessment, preparation, course completion, and success milestones. All students assessed for spring 2016 will be compared to all students assessed for spring 2015. The multiple measures cohort will be tracked from spring 2016 through spring 2019.

Overall program evaluation

Timeframe	Comparison groups
Baselines	Three most recent years available (\$13-\$15 for current metrics, earlier for longitudinal metrics)
	1) General student population (students non-exempt from matriculation requirements)
	2) First-time direct from High School
	3) First-time direct from FUHSD
Entering Spring 2016	
	1) General student population (students non-exempt from matriculation requirements)
	2) First-time direct from High School
	3) First-time direct from FUHSD
	4) Comparisons of subgroups of new students <ul style="list-style-type: none"> a. First time taking placement test vs. Retakes b. Student Type (First Time Student, Transfer Student, Returning Student) c. Ethnicity d. Special student population (CalWorks, EOPS, DSPS, Foster Youth, etc.)

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Measurable Objective	Measure
1. Assessment	
1.1: Number of students assessed overall	Students assessed in Math, English, and Reading
1.2: Number of students placed via multiple measures	Students placed into Math, English, and Reading using multiple measures as the higher score
1.3: Number of students placed via ACCUPLACER	Students placed into Math, English, and Reading using ACCUPLACER as the higher score
1.4: Number of students who enroll in course which placed via multiple measures	Students who enroll in the course which assessed into using multiple measures
1.5: Number of students who enroll in course which placed via multiple measures	Students who enroll in the course which assessed into using ACCUPLACER
1.6: Number of students who enroll in course which placed via multiple measures	Students who enroll in a lower level course than placed via multiple measures or ACCUPLACER
2. Preparation	
Basic Skills Load	# of courses required to achieve full eligibility to take transfer-level course-work for all assessed students who matriculate
2.1: Transfer-eligibility	Students assessed as fully eligible for transfer level work/judged proficient at matriculation
2.1a: Math	Students assessed as eligible for transfer level math
2.1b: English	Students assessed as eligible for transfer level English
2.1c: Reading	Students assessed as proficient in reading (test out)
2.1d: Overall	Students assessed as transfer-eligible or proficient in all three disciplines
2.2: Transfer-eligibility achievement	Students who complete basic skills work and become fully eligible for transfer level work/judged proficient at matriculation
2.2a: Math	Students who complete basic skills math requirements by end of 1st year
2.2b: English	Students who complete basic skills English requirements by end of 1st year
2.2c: Reading	Student who completes basic skills reading requirements by end of 1st year
2.2d Overall	Students who achieve transfer-eligibility or proficiency in all three disciplines
2.3 Prepared for transfer-level Math	Number of students successfully completing Algebra 2/Intermediate Algebra (preparatory course for transfer-level math) or higher (Math 114)

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2.4: Completion of student success course/intervention by end of first year	Number of students who enroll in a special program course (e.g., LinC, Sankofa, LEAD, PUENTE, etc.) sometime in first year
2.5: Student goal identification, development, and encouragement	Students identifying AA/AS or 4-year degree as goal (but also tracking student identification of certificate goals)
2.6: Student educational plan	First time students completing educational plan by end of first year
3. Course Completion for all students assessed	Students who took the placement test and completed (C or better) the course in which placed within the first term attempted
3.1a: Math	Students who completed the math course in which placed
3.1b: English	Students who completed the English course in which placed
3.1c: Reading	Students who completed the Reading course in which placed
3.2 Course Completion for students placed via multiple measures	Students who were placed using multiple measures and completed (C or better) the course in which placed within the first term attempted
3.2a: Math	Students who completed the math course in which placed via multiple measures
3.2b: English	Students who completed the English course in which placed via multiple measures
3.2c: Reading	Students who completed the Reading course in which placed via multiple measures
3.3 Course Completion for students placed via ACCUPLACER	Students who were placed using ACCUPLACER and completed (C or better) the course in which placed within the first term attempted
3.3a: Math	Students who completed the math course in which placed via ACCUPLACER
3.3b: English	Students who completed the English course in which placed via ACCUPLACER
3.3c: Reading	Students who completed the Reading course in which placed via ACCUPLACER
3.4 Course Completion for students who self-placed into a lower level than placed via test or multiple measures	Students who chose to self-place into a lower level course than placed via multiple measures or ACCUPLACER
3.4a: Math	Students who completed the math course in which self-placed
3.4b: English	Students who completed the English course in which self-placed
3.4c: Reading	Students who completed the Reading course in which self-placed
4. Progress Milestones	
4.1: Units attempted	Total units attempted in first and subsequent terms

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4.1a: Transfer level units	Total transferable units attempted in first and subsequent terms
4.2: Full-time student status	First-time, degree-seeking students who achieve full-time status (FTFTDS students)
4.3: Successful completion rate	Percentage of courses enrolled past census in which students have achieved an A, B, C, or P in the course in first and subsequent terms.
4.4: GPA	Grade point average achieved in first and subsequent terms
4.5: Probation	Percentage of students receiving probationary status in first and subsequent terms
4.5a: Academic probation	Percentage of students whose cumulative GPA drops below 2.0 after attempting 12 or more units.
4.6: Persistence to subsequent term	Students who persist to subsequent term
4.7: Persistence to second year (third term)	Students who persist for two consecutive terms
4.8: Behavioral intent to transfer	Students who earn 12 transferable units and attempt transfer-level English or Math within 2 years
4.9: Transfer-directed	Students who complete transfer-level English and Math within 3 years
4.10: Completion of full year of college	Students who successfully complete 30 transfer-level units within 3 years
4.11: Transfer-preparedness	Students who complete 90 transferable units within 3 years

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5. Completion of meaningful educational outcomes	
5.1: Certificate (18 or more units)	Students who complete a 18-unit or greater certificate within 3 years
5.2: AA/AS degree	Students who complete an AA/AS or AAT/AST degree within 3 years
5.3: Transfer to 4 year institution of higher education	Students who transfer to a four-year institution within 3 years
5.3a: Transfer with degree	Students who transfer to a four-year institution within 3 years with AA/AS degree
5.3b: Transfer w/o degree	Students who transfer to a four-year institution within 3 years without AA/AS degree
5.4: Completion of educational outcomes	Unduplicated number of students completing educational outcomes above
5.5: Total number of educational outcomes	Total number of educational outcomes achieved (duplicated)