

## Multiple Measures Meeting Minutes

### 12.4.15\_DRAFT

**Attendees:** Christina Espinosa-Pieb, Stephen Fletcher, Rob Mieso, Jerry Rosenberg, Rene Anderson, Karen Chow, Mayra Cruz, Randy Bryant, Mallory Newell, Lisa Ly, Thomas Ray, Veronica Avila, ~~Anne Argyriou, Clara Lam, James Mailhot, Mehrdad Khosravi, Robert Alexander, Rowena Tomaneng, Sheila White-Daniels, Tamica Ward~~

#### **Minutes:**

The committee first discussed the notes from the previous meeting on 11.19.15. 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 CalPASS Plus or cannot bring in their transcripts, we will use ACCUPLACER only and not the rules sets for English and math, 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. The committee wanted to be able to allow students time to access their transcripts to enter the correct information, rather than during the placement test. The committee discussed the adoption of a non cognitive variable (NCV) scale as part of the pilot as well and reviewed the 6 NCV scales recommended by the RP Group. In early January the committee will make a presentation to Academic Senate on our joint recommendations. Senate will take responsibility for talking to departments and divisions during winter quarter.

The committee then reviewed current research around multiple measures and the use of a placement test as the sole means of placing students. It was discussed that 20-35% of students in developmental education sequences are under-placed and would likely earn a B or better in the transfer-level course (Scott-Clayton and Belfield, 2005). Comments from ACCUPLACER were also discussed where they advocate for the use of multiple measures, “we do not believe that the placement score alone should be the only factor used to determine a students’ placement into college-level courses” (David Parmele, Executive Director of ACCUPLACER). Linked here: <http://deanza.edu/ir/deanza-research-projects/2015-16/ResearchAroundMultipleMeasures.pdf>

The math rule set was shared with the math faculty present at the meeting. The committee discussed that for direct matriculants, a 3.0 GPA places students into Statistics or a 2.3 GPA with a C or better in Pre-calculus. The math co-chairs stated they will bring the information to a department meeting that afternoon for discussion. They will have another math department meeting in January to discuss further. The math co-chairs asked if changes could be made to the rule sets, the committee agreed that changes can be made as long as they are not more restrictive than the state rule sets. Rule Sets: <http://rpgroup.org/system/files/EnglishandMathRulesOctober2015-forMMAAPConvenings.pdf>

The committee then discussed that if we use the GPA recommendations from the state, CalPASS Plus will provide De Anza with a file of new applicants and their recommended placement based on the rule sets. If any department changes the GPA cut offs, we will have to determine students placement using the rule sets internally, it will not come from CalPASS Plus. The committee also discussed briefly the infrastructure will need to develop to run the pilot through the assessment office. This will need to be discussed at the next meeting. It was also put forward whether or not we should tell students their ACCUPLACER placement as well as their multiple measures placement and let them choose to enroll in a lower level if desired. Currently, students cannot select to enroll in a lower level than placed, it was discussed if this practice should change so that students can select a lower level course if they do not feel prepared.

The committee reviewed the high school districts that have submitted data to CalPASS Plus which we would have high school transcript data for, this includes: Campbell (only 2009-10), East Side Union (2014-15), Fremont Union (2013-14), Metro Education (2014-15), Mountain View-Los Altos Union (2012-13), San Benito High (2011-12), San Jose Unified (2012-13), Santa Clara Unified (2014-15), San Francisco Unified (2014-15), San Mateo Union (2014-15). Mallory has already followed up with CalPASS Plus to see if we can get current data from the districts that have not submitted 2014-15 data.

Some committee members would like to review the RP Group's methodology for developing the rule sets, the full methodology is available here:

<http://rpgroup.org/system/files/MultipleMeasuresAssessmentProjectSpring2015StatusReportFinal20150906.pdf>

The committee discussed the research plan for the project. Mallory reported that by census, a report can be provided of the number of students placed using multiple measures, and at what course level, and this can be compared to those placed with just the ACCUPLACER test. A report of the number of students who received a bump based on the rule sets and the percent of students who enrolled in the course level in which they were placed compared to previous terms will also be provided. At the end of the term a report of success rates, by course, for students placed by the rule sets and those placed by the ACCUPLACER test only, will be provided. Eventually, the research office will be able to track students over time to determine if success rates change and if throughput rates increase and if there is an impact on degree and transfer rates. All data will be disaggregated by ethnicity and other groups as requested.

The English essay as a multiple measure was then discussed. Currently, ALL students taking the English placement test do BOTH the ACCUPLACER (for which they receive a Sentence Skills score and a Reading Comprehension score) AND the essay. For the pilot, all students seeking placement will continue to do both the ACCUPLACER and the essay. English faculty and the dean believed that only the essays of students whose ACCUPLACER scores were near the cutoff between two placement levels were being read and evaluated as an additional multiple measure. Stephen said that all essays are being read and evaluated, regardless of the ACCUPLACER score. Dean Ray agreed to put through the paperwork necessary to approve changing the assessment process so that only essays of those students on the cusp are read and evaluated.

The use of the rule sets for Reading assessment was then discussed. Since a Reading rule set is still being developed, 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 Reading faculty will look into adding a few sections of Reading 80 to the spring schedule, as the course has not been offered in a while. The Reading Department will meet to discuss options and solutions, then they will report back to the multiple measures committee on January 8.

The committee continued to agree that we would collect self-reported transcript data from students. The committee reviewed the questions suggested by the RP group. Mallory has contacted Admissions and Records to see if we may add the questions to the CCCApply application. Questions:

<http://rpgroup.org/system/files/SelfReportedDataGuide.pdf>.

The committee then discussed the selection of a non cognitive variable scale. The committee shared concerns about how these data will be used and if it will be used for placement in the future. The concern was around students' self-perception being used for placement. The committee discussed that at this point, these data will only be collected and provided to the RP Group for research purposes and to determine the proper use of NCV data in the placement process. The selection of a scale will continue at the next meeting. It was shared that the Academic Senate supports the use of the Mindset and Hope scales. The scales can be access here: [http://rpgroup.org/system/files/NCVInstructions\\_0.pdf](http://rpgroup.org/system/files/NCVInstructions_0.pdf)

The next meeting will be on Friday, January 8 from 11-1 p.m.