

Multiple Measures Meeting Minutes

1.29.16

Attendees: Christina Espinosa-Pieb, Stephen Fletcher, Rob Mieso, Randy Bryant, Sue Yoes, Jerry Rosenberg, Rene Anderson, Karen Chow, Mayra Cruz, Randy Bryant, Mallory Newell, Lisa Ly, Thomas Ray, Veronica Avila, Anne Argyriou, Jim Mailhot, Sheila White-Daniels, Tamica Ward, Amy Leonard, Sarah Lisha, Alan Simes, Vicky Moreno, Kristin Skager

Minutes:

Prior to the start of the meeting, the English chair provided a letter to the committee on behalf of the English and Reading departments which stated that those departments would not like to participate in the statewide pilot but instead would like to continue a pilot that they set up a few quarters prior. It was determined that they do not have to participate if they would not like to. Math agreed to continue their participation in the statewide pilot.

We then discussed the parameters of the English pilot which is based on giving students a bump in their score based on their placement score and their high school cumulative unweighted GPA. Students who have a GPA of 4.0 add 20 points to their current score, students who have a GPA of 3.7-3.95 add 15 points to their score, students with a 3.3-3.65 add 11 points, students with a 3.0-3.25 add 7 points and students with a 2.7-2.95 add 3 points. Students who fall below a 2.7 GPA would take the essay portion of the test as a multiple measure.

The Reading department will also use the model that was agreed upon in the past (Anne came to the research office after the meeting and made this determination). Students who have a GPA of 4.0 would get 17 additional points, students who have a 3.7-3.95 would get 12 extra points, students who have a 3.3-3.65 would get 8 additional points, students who have a 3.0-3.25 would get 5 additional points, and students who have a 2.7-2.95 would get 2 additional points. The department chair is still determining if there should be an additional level added to the scale where students must enroll in Reading 80.

The cohort for all three pilots will be the same, all new students who come to the assessment center in the month of February. This will likely result in 400-500 students and of those, we are hoping to be able to match 200 with CalPass records for the high school transcripts. We will also check to see if they brought in their transcript if they do not have a CalPass record. Moving into the fall, we will include all first-time students in all three pilots.

The group then reviewed the notification and emails that will be sent to students in the pilot and made suggested changes. All new first-time students will receive the notification letter and will be advised to bring in their transcripts. Students will then receive an email within 2 weeks to tell inform them of their status. They will either be directed to check their MyPortal for their multiple measures placement, or they will be informed that their original placement was confirmed by their transcripts and to go ahead and enroll in that level. Or, they may be informed that their transcripts are missing and to bring them in.

The group then reviewed the research plan proposed by the research office and provided feedback and suggestions. It was recommended that in addition to tracking students to interview students as well as hold focus groups. Course success rates will be analyzed by P/NP grade for basic skills EWRT and Reading and by the individual grades for Math and transfer level EWRT courses. The research plan can be found here: <http://deanza.edu/ir/deanza-research-projects/2015-16/MMAP%20Research%20Plan.pdf>

The committee will meet again during the spring quarter to look at the rate of students who were placed using multiple measures and the rate of enrollment in the course in which they were placed. We will meet again in the fall quarter to review the success rates of the students from the spring pilot.