Multiple Measures: Options
## Multiple Measures Options

<table>
<thead>
<tr>
<th>SYSTEMS OR APPROACHES</th>
<th>MEASURES</th>
<th>PLACEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision rules</td>
<td></td>
<td>Placement into alternative coursework</td>
</tr>
<tr>
<td>Decision bands</td>
<td></td>
<td>Placement into support services</td>
</tr>
<tr>
<td>Directed self-placement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Obtained from elsewhere:
1. High school GPA
2. Other HS transcript information
3. Standardized test results (e.g., ACT, SAT, AP)
Concerns about High School GPA
(with thanks to John Hetts and Brad Bostian)

• How are we going to get the HS GPA?
• High school GPA is only predictive for recent graduates.
• Different high schools grade differently.
Sources of HS Transcript Data

- The students bring a transcript
- The high school sends
- Obtained from state data files
- Self-report

Research on Self-Reported GPA

- In 2008, 60,000 students across 9 UC campuses, no campus had >5 discrepancies b/w reported grades and student transcripts (Hetts, 2016)
- “Students are quite accurate in reporting their HSGPA”, $r = .73$. (College Board, 2009)
- ACT research often uses self-reported GPA and generally find it to highly correlate with students’ actual GPAs: $r = .84$. (ACT, 2013)

Note: Consider using the 11th grade GPA
HS GPA and Time Since Graduation

- HS GPA is a better predictor than test results for a long time (Hetts, 2016)

MMAP (in preparation): correlations b/w predictor and success (C or better) in transfer-level course by # of semesters since HS
Assessing Predictability of HS GPA by School District

- For the most part, college grades stay parallel with feeder high school grades (Bostian, 2016)
## Multiple Measures Options

<table>
<thead>
<tr>
<th>SYSTEMS OR APPROACHES</th>
<th>MEASURES</th>
<th>PLACEMENTS</th>
</tr>
</thead>
</table>
| • Algorithm (placement formula) | Administered by college:  
  1. Traditional or alternative placement tests  
  2. Non-cognitive assessments  
  3. *Computer skills or career inventory*  
  4. *Writing assessments*  
  5. *Questionnaire items*  
  
*Obtained from elsewhere:*  
  1. High school GPA  
  2. Other HS transcript information  
  3. Standardized test results (e.g., ACT, SAT, AP) | • Placement into traditional courses  
• Placement into alternative coursework  
• Placement into support services |
| • Decision rules  
• Decision bands  
• Directed self-placement |
Multiple Measures: Building A Placement System
Choosing Placement Criteria

- Internal data analysis
- Prior research
- For measures with less data/research, begin collecting data on a trial basis to learn more about how they correlate with student outcomes
Conclusion
Final Thoughts

- Institutional priorities and goals should motivate re-design
- Use data to establish buy-in and inform decision-making
- Once MMA placements are being administered, monitor the process
- Revise as necessary
Contact Us

Elizabeth Kopko:
emk2152@tc.columbia.edu

Visit us online:
ccrc.tc.columbia.edu
www.mdrc.org
to download presentations, reports, and briefs, and sign-up for news announcements. We’re also on Facebook and Twitter.