CAPR MULTIPLE MEASURES ASSESSMENT TOOLKIT

Implementation Action Plan Template

**Purpose:** The adoption of MMA involves acquiring data, administering tests, and integrating results into current data systems, as well as considerations of how placement changes will affect students, faculty members, testing directors, admissions, IT, advisors, and other staff. The purpose of this action plan is to support campuses as they approach these different steps and plan for the implementation of MMA. It may become necessary to revise your action plan at different points in the implementation process.

**Timeline:** Initial planning for an MMA system generally takes about a year. Allow adequate time for planning and development. Step 6 includes guidance on developing a more detailed timeline.

# Action Planning Steps

## Select planning team participants

Implementing multiple measures involves many divisions/departments on campus, and generally involves establishing a team to design and oversee the implementation process and make sure that lines of communication are open among everyone who will be affected by the change — which includes almost all divisions or departments on campus.

Use the table on the next page to identify members of an MMA planning team. Having representation from several departments on the team has helped other colleges promote buy-in and harness the diverse expertise present across their campuses. We encourage the following areas/divisions to participate: admissions, registrar, testing, IT, advising/counseling, faculty, institutional research, and an administrator. The members of this team may change as you design your MMA approach. What is most important is to have broad representation to ensure engagement across all affected stakeholders. Team members from groups historically overrepresented in developmental education courses could provide particularly salient insights.

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| **Table 1: MMA Planning Group Participants** | |
| **Name** | **Title / Department** |
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## Decide how often the implementation team should meet

Regular meetings can help support timely implementation. The frequency of implementation team meetings may need to be adjusted at different points in the implementation process. Discuss how frequently your group should meet at this point in your process.

**Recurring (circle one):**  twice a week weekly biweekly monthly

## Develop placement rules for your MMA system

Generally, MMA is employed to reduce barriers in students’ course placement process and entry into college-level coursework. This can include the use of different measures such as high school GPA (from transcripts or as reported by students), SAT/ACT scores, and noncognitive assessments. Research has found that high school GPA is the best predictor of student performance in college. A good way to begin the planning processes is by [looking at your institutional data](https://postsecondaryreadiness.org/wp-content/uploads/2022/09/what-to-look-for-your-institutions-data.pdf). Next, read [Designing Your MMA Placement System](https://postsecondaryreadiness.org/wp-content/uploads/2022/09/designing-mma-system.pdf) and discuss which measures to include in your MMA placement process.

* Which measures will be used to determine students’ placements?

Many approaches to MMA evaluate college readiness using different measures at different stages of the placement process (e.g., students may be considered college ready upon admission if they have a certain GPA or meet cut scores on a particular exam, but other measures may be used at later stages in the enrollment process to place students who do not meet these thresholds).

* In what order will the specific measures be considered?
* How will students’ placement measures be obtained, integrated into current student information systems, and used to determine a student’s course placement?
* A clear course placement result based on institutionally approved rules will help students and advisors navigate the placement and enrollment processes. How do you plan to generate and share the course placement result?
* The placement conversation with students may not need to go into all the details of the rules used to determine placement. However, it would likely be helpful to share some general information about multiple measures. What will you communicate to students about the basis of their placement? What questions do you expect students to ask about multiple measures placement results? How will you respond? Guidance on this topic is available in the tool [Informing Students About Their Placement](https://postsecondaryreadiness.org/wp-content/uploads/2022/09/informing-students-about-placement.pdf).
* How do you plan to communicate with incoming students and high school counselors about any new placement requirements or policies?

## Clarify roles in the MMA process by campus division/department

After establishing placement rules, it is important to determine how to put them into practice. [Process map](https://postsecondaryreadiness.org/wp-content/uploads/2022/09/mma-process-mapping.pptx)[s](https://postsecondaryreadiness.org/wp-content/uploads/2022/09/mma-process-mapping.ppt) are a good way to clarify staff roles and process changes as you implement MMA. The table on the next page provides space for you to record which aspects of your MMA process each department will oversee. For convenience, we’ve pre-filled departments that likely will play a role. Amend them as needed and use the empty rows to add divisions/departments as needed.

It is recommended that colleges and universities use approaches that have worked for them in other college-wide reforms. Roles can be adjusted during a pilot phase before using MMA at scale, as outlined in the timeline in step 6 of this action plan template.

| **Table 2: MMA Roles by Division/Department** | | |
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| **General Division/Department** | **Name of Department/Division  on Your Campus** | **Role** |
| Senior Administration |  |  |
| Admissions |  |  |
| Registrar |  |  |
| Testing |  |  |
| Advising and/or Counseling |  |  |
| Information Technology (IT) |  |  |
| Institutional Research (IR) |  |  |
| Faculty (Academic Affairs) |  |  |
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## Take steps for quality control and assurance

* Which staff or faculty will need training in order to make implementation successful? When will that training need to occur?
* How will you monitor if students are registering for the right courses? Is there an appropriate number of course sections?
* How will you monitor if different groups of students are being affected differently? (Use [this resource](https://postsecondaryreadiness.org/wp-content/uploads/2022/09/what-to-look-for-your-institutions-data.pdf) to help guide your decisions.) Review the brief [The Next Phase of Placement Reform: Moving Toward Equity-Centered Practice](https://postsecondaryreadiness.org/next-phase-placement-reform-equity-centered-practice/) and consider additional steps your college can take to make placement more equitable.
* What additional resources do you need to execute this transition? Are technology solutions needed that would require IT involvement?

## Develop a timeline

Developing a timeline for your action plan can support a smoother implementation process. This section includes milestones that are typically part of the transition to using MMA. It also includes space to add dates in order to begin establishing an implementation timeline. Use the empty spaces to add additional steps to your timeline.

* Draw from [process maps](https://postsecondaryreadiness.org/wp-content/uploads/2022/09/mma-process-mapping.pptx), [communication plans](https://postsecondaryreadiness.org/wp-content/uploads/2022/09/developing-mma-communication-strategy.pptx), and this action plan document to identify the steps required to enact your plan.
* Determine which steps cannot be started until another task has been completed; use this information to sequence tasks.
* Estimate the amount of time required to complete each step. Be sure to build in extra time as a defense against delays!

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| **Milestone** | **Launch Date** | **Completion Date** |
| Form planning group |  |  |
| Create draft action plan |  |  |
| Get feedback on draft action plan |  |  |
| Finalize revised action plan |  |  |
| Communicate to internal stakeholders |  |  |
| Create current [process map](https://postsecondaryreadiness.org/wp-content/uploads/2022/09/mma-process-mapping.pptx) |  |  |
| Identify process changes using current process map and action plan |  |  |
| Develop technological changes to support implementation |  |  |
| Finalize revised process map |  |  |
| Hold training sessions for different departments |  |  |
| Communicate to external stakeholders |  |  |
| Launch pilot phase |  |  |
| Revise process based on data and lessons learned during pilot |  |  |
| Launch MMA at scale |  |  |
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| [**Back to the Toolkit**](https://postsecondaryreadiness.org/capr-multiple-measures-assessment-toolkit) |

