



Multiple Measures

Board of Trustees Meeting

December 13, 2017

What Are We Doing?

- Creating change to enhance student success
- Amending our processes with thoughtful planning
- Working collaboratively for productive change

Historical Concerns with Placement Testing

- Validity of our placement system – are we accurately placing students?
- Too many students are not placing at levels commensurate with courses they passed in high school.
- Lower placements delay completion of graduation and transfer level courses and are discouraging to students.
- The equity/diversity profile of these students is troubling.
- Title 5 regulations specify the use of “multiple measures” in placing students

Historical Assessment (Placement Testing) at Mt. SAC

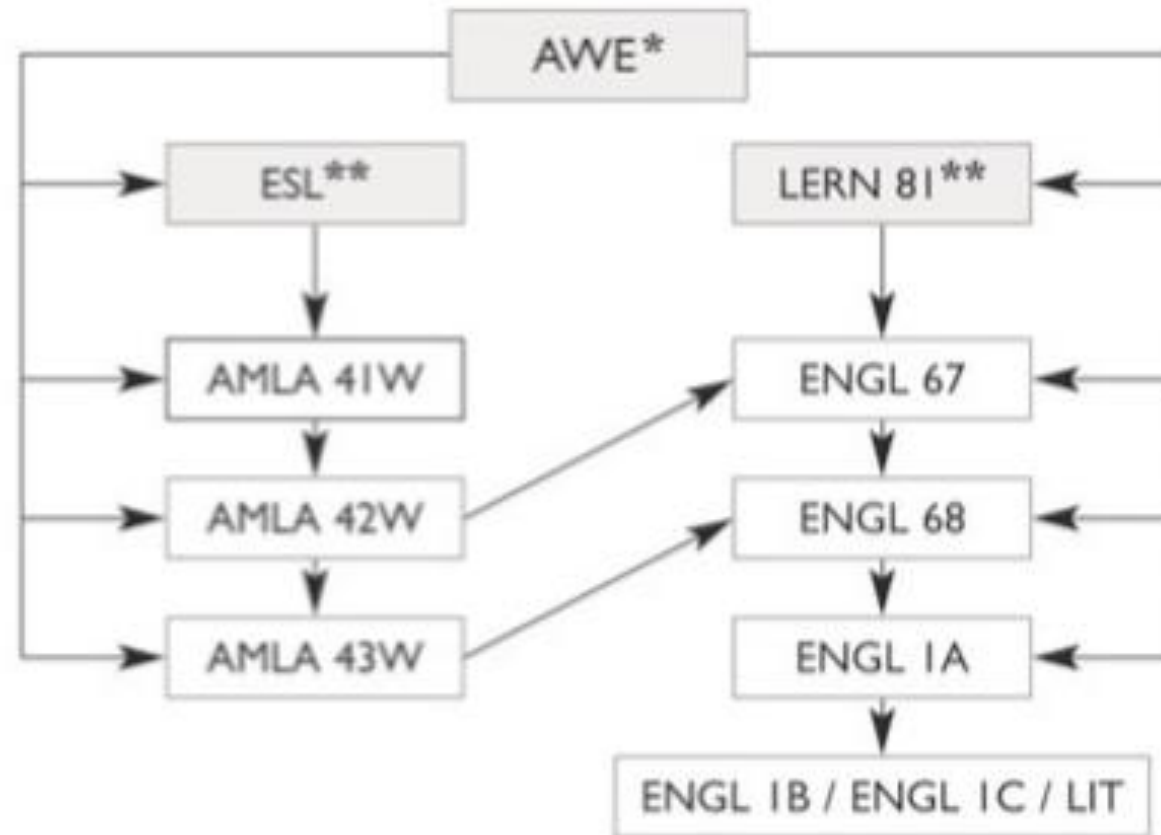
- Placement Testing is required of all students, unless they have completed college courses or AP classes.
- Students are required to complete English and Math tests if they want to enroll in English and math courses.
- Additionally, 85% of courses require a specific level of English eligibility.
- Reading test is also given to students to meet the Associate degree requirement.

ENGLISH – AWE: Assessment of Written English

- Locally developed and validated, holistic writing assessment
- 50 minute essay test responding to a prompt
- Writing sample is read and scored against an established rubric by 2 Mt. SAC English faculty
- Only 15% of students have placed into English 1A.

ENGLISH: COMPOSITION

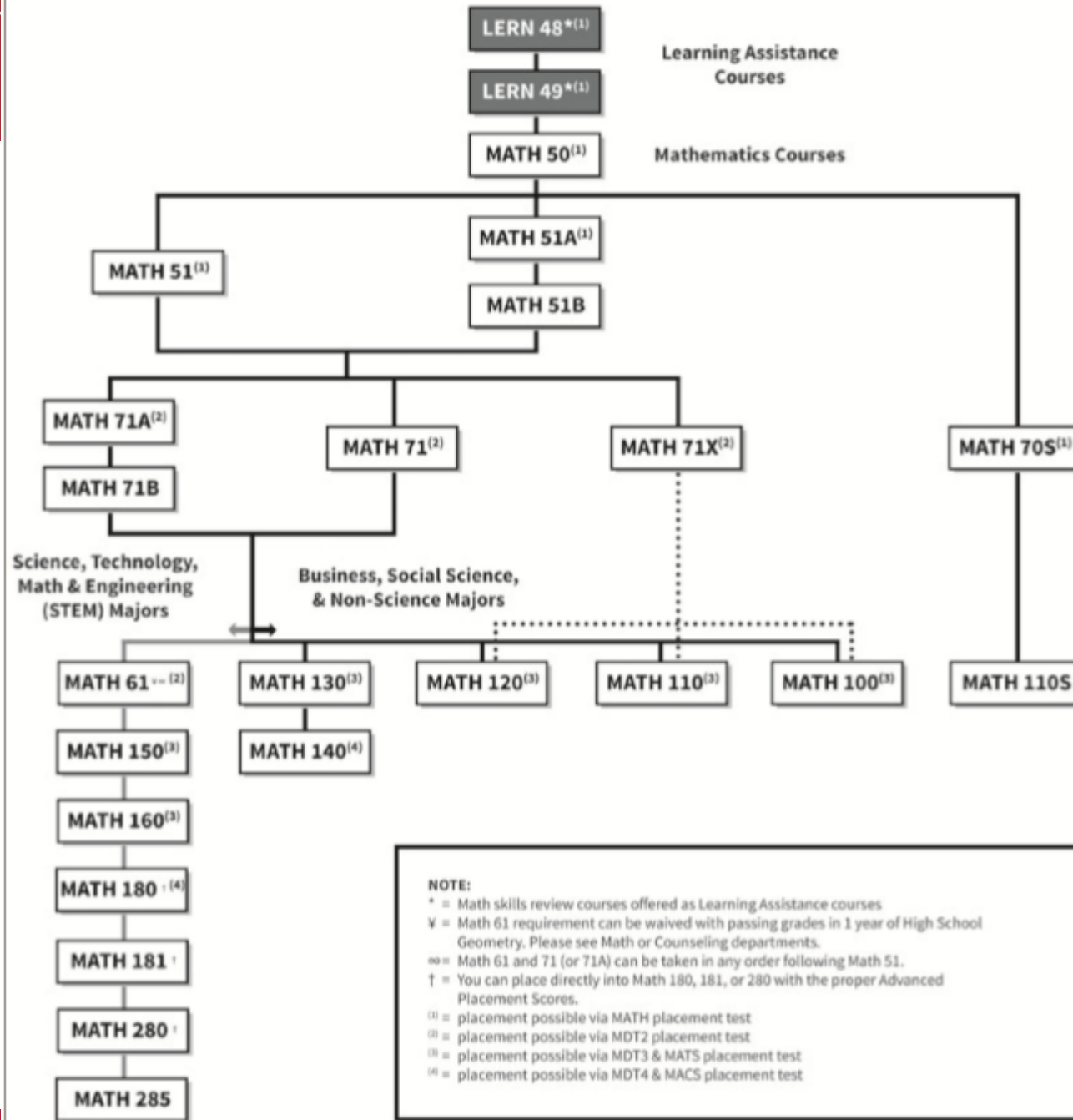
ENGLISH PLACEMENT



Math Placement Test

- Adapted from the MDTP: 4 different tests
 - Math (developmental, pre-algebra, elementary algebra)
 - Intermediate Algebra (intermediate algebra, geometry)
 - College level (precalculus, statistics, college algebra, trigonometry)
 - Calculus
- Students must select the level test to take
- If student scores high enough, student is provided with course options in which to enroll
- If score isn't high enough, student is directed to take the next, lower, level test.

MATHEMATICS COURSE SEQUENCES



The “Throughput” Problem

- Students who place into basic skills levels of English and math have a low rate of enrolling in the next course and successfully passing it.
 - For students starting in LERN 81 English, only 7% eventually pass English 1A
 - For students starting in LERN 49 math, only 1.3% eventually pass Math 71

English

		First English Course Taken*						
		LERN 81		ENGL 67		ENGL 68		ENGL 1A
		Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone
LERN 81	Ultimate Success	73%	73%					
	Progression	59%	43%					
ENGL 67	Ultimate Success	72%	31%	79%	79%			
	Progression	59%	18%	67%	53%			
ENGL 68	Ultimate Success	77%	14%	82%	43%	84%	84%	
	Progression	67%	9%	70%	31%	70%	59%	
ENGL 1A Ultimate Success		77%	7%	82%	25%	83%	49%	70%

Math

		First Math Course Taken *								
		LERN 48		LERN 49		MATH 50		MATH 51		MATH 71
		Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone	Throughput	Milestone
LERN 48	Ultimate Success	72%	72%							
	Progression	63%	45%							
LERN 49	Ultimate Success	68%	31%	71%	71%					
	Progression	52%	16%	55%	39%					
MATH 50	Ultimate Success	61%	10%	71%	28%	79%	79%			
	Progression	53%	5%	62%	17%	65%	51%			
MATH 51	Ultimate Success	64%	3%	63%	11%	70%	36%	70%	70%	
	Progression	56%	1.9%	59%	6.4%	65%	23%	60%	42%	
MATH 71	Ultimate Success	68%	1.3%	71%	4.5%	73%	17%	75%	32%	67%

*academic years 2008-2009 through 2012-2013

RIE, John Barkman, 5/18/2016

The New Proposal: Use of High School Grades and Courses – Greater Accuracy in Placement

- Place students based on their high school grades and courses
- **English and Math:** unweighted cumulative grade point average
- **English** Placement: grade in 12th grade regular (non-ESL) English class
- **Math** Placement : highest and last math course completed and grade received in highest math course completed; math course currently enrolled

Premise for English Placement

- Three years of a student's U.S. high school enrollment in non-ESL English classes based primarily on the student's cumulative GPA.
 - Highest placement occurs with a 2.6 cum GPA or higher
 - Minimum cum GPA is 1.7 to be considered for placement based on cum GPA
- Consideration of a slightly lower cumulative GPA if the student's grade in non-ESL 12th grade English with a "B" grade or higher.
- Students can also increase enrollment level to English 1A if they enroll in a co-requisite class (English 66)

Premise for Math Placement

- Use of a “sliding scale” that balances cumulative, unweighted high school GPA with last math course passed with a “C” or better.
- Students with GPAs between 2.0 and 2.7 can be placed in Elementary Algebra and Pre-Algebra without consideration of high school math course and grade in high school math course.
- GPA range from 2.8 to 3.6 or higher plus current course enrollment of “C” or better makes students eligible to place into Intermediate Algebra at the low end and Calculus at the high end.

Projected Placement Results Using HS GPA

- English 1A placement will shift from 15% to 73%.
- Transfer level math placement will shift from 19% to 39%

... Just in time ... AB 705 (effective 1.1.18)

- “Colleges are also ***required to use multiple measures*** in determining course placement”
- “A community college district or college shall ***maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe***, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following measures:
 - (i) High School coursework
 - (ii) High School grades
 - (iii) High School grade point average”

Common Questions

- ***Does this mean we won't give our current placement tests anymore?***
 - No – we will still need to give the Math, English and Reading tests – especially for students who will not have high school grades/courses or special circumstances: International and immigrant students from other countries, non high school graduates, disabled individuals
- ***What happens if a student is unsure about his/her grades?***
 - Students will enter their best recollection of their high school grades and courses. All data is self-reported. Assistance will be provided to help students to look up their high school transcripts.

- ***Can a student still take the current placement tests?***
 - Yes. If a student is uncertain about being placed by high school grades/courses, or doesn't believe that his/her high school performance is adequate preparation, the student can still take the placement tests.
 - Test information and test preparation sessions will continue to assist students in preparing to take the placement tests.
- ***What help will be available to students to advise them?***
 - Counseling is developing guidance for students as well as drop down advisement tools and short "you tube" instructional clips
 - Counseling/advising will be available throughout the campus to assist students in understanding this new system and their options for placement

The Process

- Students will enter their high school GPA and course and grade information into the college's Banner system.
- The system will respond with information related to recommended placement levels in English and Math.
- Advisory information will also "pop up" to assist the student in understanding the recommendation and options about completing the standard placement testing.

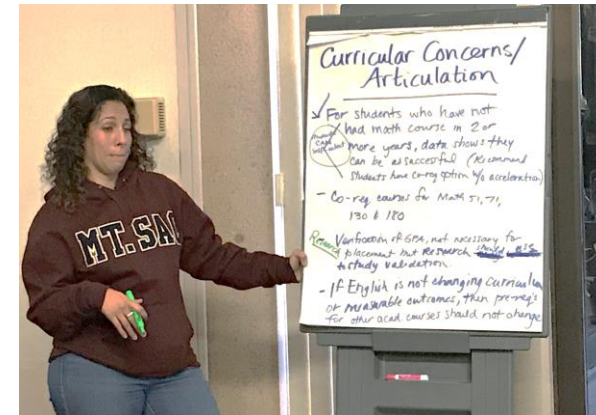
What It Will Take to Make This Happen

- IT + Admissions + Assessment
- Faculty, Curriculum and Instruction
- Counseling, Support Services
- Tutoring, Supplemental Instruction
- High School Articulation
- Communication and Training
- Enrollment Management
- Research



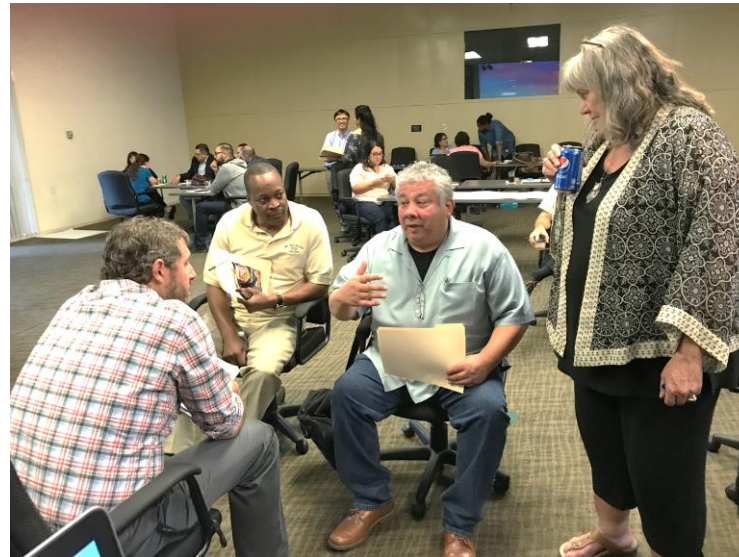
What Have We Done to Date?

- Hosted two planning days with faculty, managers, staff and students
- Met with high school principals and district administrators
- Presented to high school counselors
- Met with high school math and English faculty



Greatest Fears: The Worst That Could Happen

- Students may not pass
- Students may be over-placed
- Confusing pathways
- Not being on the same page
- Don't address equity gaps
- Drop in enrollment
- Lack of course sections
- Graduation will be 12 hours long



What Will Success Look Like?

- Students engaged in their area of study faster
- A 2-year college will be a 2-year college
- Throughout rates will improve
- Alleviation of disproportionate impact/equity gap
- Students placing at lower levels will graduate and transfer also
- Increased engagement between Instruction and Student Services